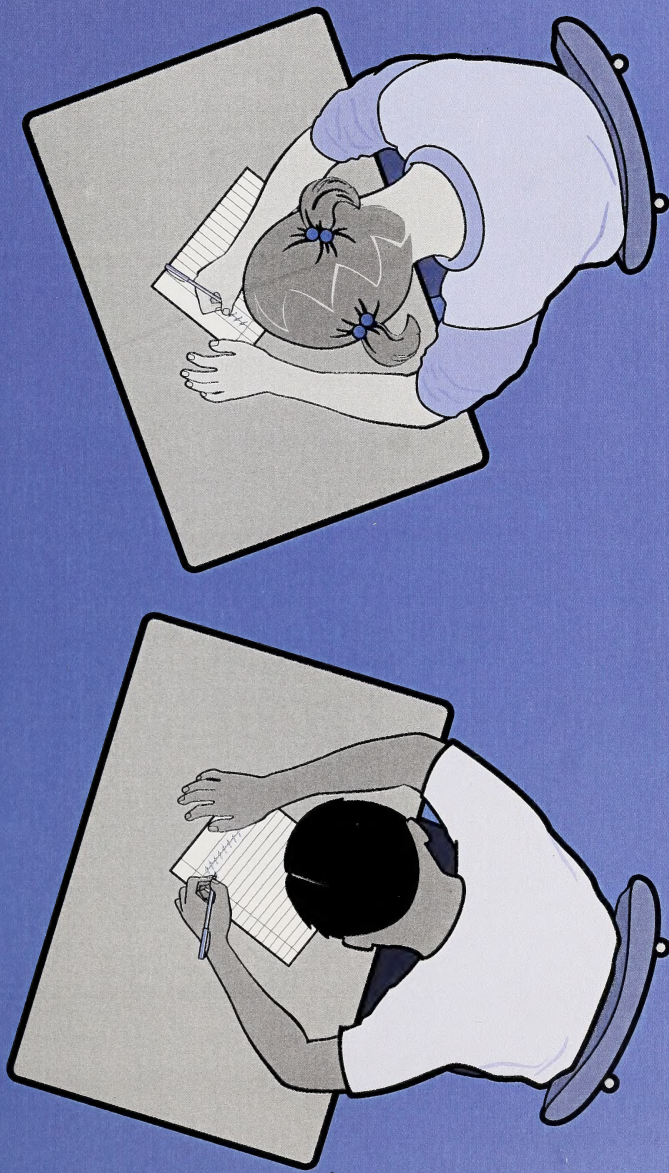




# Handwriting




Special Interest Module

Grades 4-6



**Alberta**  
LEARNING



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Special Interest Module

# Handwriting

## ACKNOWLEDGEMENTS

Alberta Learning acknowledges with appreciation the contribution of the following organization:



Open School  
Open Learning Agency  
1117 Wharf Street, 2nd Floor  
Victoria, British Columbia, Canada, V8W 1T7  
Internet: <http://www.openschool.bc.ca/>

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Special Interest Module  
Handwriting  
Mini Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2095-9

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|-------------------------------|---|
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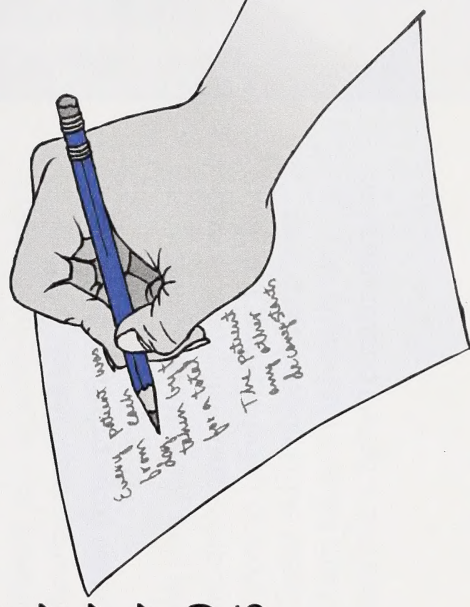
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# Contents

|                                                         |     |
|---------------------------------------------------------|-----|
| Welcome to <i>Handwriting</i> .....                     | 1   |
| Before You Start .....                                  | 2   |
| <b>Section 1</b> Making a Start .....                   | 5   |
| <b>Section 2</b> Lowercase Letters .....                | 17  |
| <b>Section 3</b> Lowercase Letters Continued .....      | 27  |
| <b>Section 4</b> Lowercase Letters and Joining .....    | 37  |
| <b>Section 5</b> More Joining and Judging .....         | 47  |
| <b>Section 6</b> Reviewing and Beginning Capitals ..... | 57  |
| <b>Section 7</b> Capital Letters .....                  | 67  |
| <b>Section 8</b> More Capitals .....                    | 77  |
| <b>Section 9</b> Capitals, Reviewing, and Judging ..... | 87  |
| Credits .....                                           | 97  |
| Freedom of Movement Exercises .....                     | 99  |
| Alphabet Chart .....                                    | 105 |



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Section 2, College Home and World

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Section 1, College Home

Section 1, College Home

Section 1, College Home

Section 1, College Home

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Section 1, College Home

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Welcome to

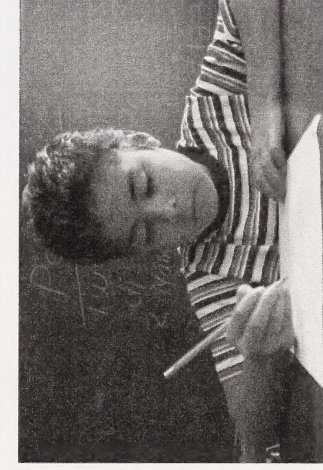
# Handwriting

Every day you have opportunities for writing, from taking phone messages for someone in your family to writing letters or invitations to your friends.

Have you ever experienced what happens when a message is not written down correctly? It can lead to all sorts of problems. People may, for example, go to the wrong place or go somewhere at the wrong time when the written message is not clear. Mail with an unclear address may not get delivered. In some ways writing is like talking. That is, when you talk and write, you want to **communicate** with someone else.

If someone was talking to you and spoke so carelessly you couldn't understand what was being said, it would be very irritating. It's pleasant to listen to someone who speaks clearly. It's pleasant, too, to receive a letter or read written work that is carefully done and easy to read.

This Mini Module Booklet is all about developing your handwriting skills. It will help you to form letters correctly using correct slant, letter sizes, and joining procedures. Usually **cursive** handwriting, the kind you will practise in this module, allows you to write in a smooth flowing way, which is often faster than printing the letters.



As you work through the module, you will practise and develop good writing habits. These skills should help you share ideas more easily to become a better communicator.



# Before You Start

## Getting Ready

Before you begin working through the module, get your materials ready. You will need the following:

- a three-ring binder
- pencils
- blue or black ballpoints

## Work Area

Your work area should include a flat, clear table or desk at a suitable height for you with an appropriate chair.

## Alphabet Chart

This chart is at the back of this Mini Module Booklet. Find a spot to put the chart up on a wall where you can easily see it as you are working.

## Loose-Leaf Paper

You could start with wide-ruled loose-leaf paper or double-ruled paper. Later in the course, you can change to regular loose-leaf paper and you will also be using some unlined paper.

The handwriting instructions and samples in this Mini Module Booklet demonstrate handwriting using regular loose-leaf paper.

## Three-Ring Binder

Put your Student Book and the loose-leaf paper into the three-ring binder. This will help you keep your work together.

## Pencils and Pens

Use a pencil to do your arm-movement exercises each day. Also, use a pencil if you are using wide-ruled loose-leaf paper or doing practice letters. Use a blue or black ballpoint for your good work and assignments.



## Chalkboard/Whiteboard

A chalkboard or whiteboard is not required, but you will find this piece of equipment very helpful. You could have a large chalkboard/whiteboard for the wall or a small one for you to use at a desk or table. Using these boards allows you to erase your work and is a welcome change from using pencil or pen and paper.

## Mini Module Booklet and Student Book

The booklet you are reading now is called the **Mini Module Booklet**. It is divided into nine sections and each section has nine days.

As you work through the module, you will be told to go to your **Student Book**. You will see the following icon telling you when to go.



You will find this icon in your Student Book. It will guide you back to this Mini Module Booklet.



Before you begin, you and your home instructor will take a few minutes to look through this module. Note that it is divided into nine sections. Each section contains nine days. You should spend about ten to fifteen minutes on each day's arm-movement exercises and the handwriting exercise.

When you finish a section, it will be time to send it to your teacher. It is important that your teacher see how you are forming your letters. That way you can make the changes necessary for developing super, great, easy-to-read handwriting!

This icon will remind you to send your work to your teacher.

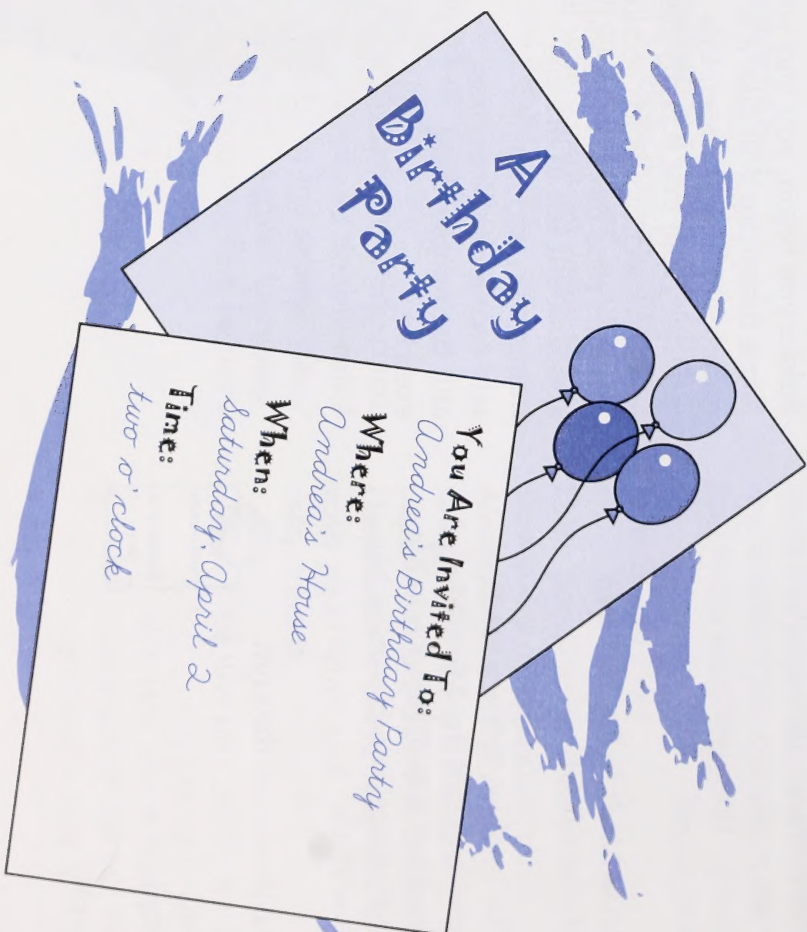


Remember that written language is an important part of your life. It has many purposes and audiences. Good handwriting allows you to record your ideas quickly and clearly. Your readers appreciate messages that are easy to understand.

Whether you write with your right hand or your left hand, there are many things you can do to improve the legibility and fluency of your handwriting. Legibility refers to how clear and easy to read your writing is. Fluency refers to writing that is quick and automatic.

This module will help you improve the legibility and fluency of your handwriting.

Now that you have everything ready, it's time to start *Handwriting*.





## Section 1

# Making a Start



## Section 1: Making a Start

### Activities You Will Do

- Read a poem about the importance of clear handwriting.
- Check your handwriting.
- Write all the capital letters.
- Write the numerals 0 to 9.
- Practise the lowercase letters a, o, d, g, and q.

Have you ever had someone give you the wrong message because they could not read the handwriting? It can create real problems. For example, if you get the wrong date for someone's birthday party, you might miss it.

That would be a real shame!

In this section you will begin to develop your handwriting. That way, you can avoid future misunderstandings.

Oh no!  
I thought your  
birthday party was  
tomorrow!



# Day 1

## Writing with Care

In today's lesson you will consider some reasons for developing good handwriting. You will also develop a checklist.

### Developing Good Handwriting

Some people try very hard to develop good handwriting. Some people don't think it matters very much. What do you think? Here's a poem about a grandpa who received a letter from his grandson Joe, who had spent some of his summer holidays with his grandparents. Find out whether Grandpa thought writing mattered.

### Grandpa's Mail

by M. Beaton

I went to the mailbox  
And to my delight  
There was a letter—  
Joe'd remembered to  
write!

Now I know that he'd  
promised  
When he left to go home  
He'd be sure to write us—  
It was too far to phone.

But I know what it's like,  
I've been a boy too—  
I know how you mean to  
But never quite do.

But here Joe had done it  
He'd actually sent  
A letter to me—

I opened it quickly  
To read all the news  
But—what in the world!  
Which end should I choose?

The writing went this way  
And then it went that—  
It looked like the paper  
Had been attacked by the cat.

And what was **this** letter?  
Was **that** mark a loop?  
It looked like the letters  
In alphabet soup.

Well, I saved his dear letter,  
(The news I can't quote)  
But still I can say  
I'm so glad that Joe wrote!





Did you enjoy that poem?

Grandpa really did appreciate that Joe cared enough to write, didn't he? Still, Grandpa would love to have understood what Joe was trying to say. Joe did not share his ideas very well.

In the next year or two, you will continue to develop your handwriting ability. Please try to form the best habits you can. Not everyone finds writing easy. Everyone's muscles develop at a different time and in a different way. But whether you find it easy or difficult, you will be surprised how well you can write when you make up your mind to do your very best.

## Judging Handwriting

There are a few special points to concentrate on as you continue to develop good handwriting. If you have begun to handwrite, here are some questions you can ask yourself about your own handwriting.

- **Are the letters formed correctly?** You can compare the letters you write with the models given in your writing assignments or with the letters on the **Alphabet Chart**. Keep the chart where you can refer to it easily.

- **Are the letters slanting in the same direction?** Look at the downstrokes on most of the letters on the Alphabet Chart. They all slant in the same direction. If you spend time developing a uniform downstroke, you will be surprised how quickly your writing improves.

- **Are the letters uniform in size?** Be sure each letter is the correct height. For example, short letters should be about half a space high. Lower loops or lines of letters should drop below the line about half a space.

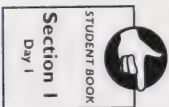
- **Are the spaces between letters and words uniform?** Your writing won't look very attractive if some letters or words are all crammed together and others are all spread out. Try to write so that the same spacing is used between words, and the letters in individual words are evenly spaced.



## Doing the Exercise

Turn to your **Student Book** and find the handwriting exercise for Section 1, Day 1. You will find a chart titled **Checking My Own Handwriting**. Copy the four questions discussed on the previous page. Copy these four questions neatly onto the chart. (The questions are in colour.) Copy just the questions, not the explanations that follow.

When your lessons have been returned, you will be able to post the chart where you can see it easily.



## Day 2 Capital Letters

Today you will write all the capital letters.

### Preparing to Write

It helps to practise each day's handwriting exercise at the chalkboard or on your extra paper, before you do your assignment. This is especially helpful if you are just beginning handwriting. Chalkboard work helps your muscles to relax.

Using a chalk or marker gives you a chance to check that you are holding your pencil or pen correctly and not squeezing it too tightly. It is hard to write on a chalkboard if you are holding the chalk too tightly.



### Today's Writing

Today, you will practise writing all the capital letters. Use a piece of lined paper and write each of the capital letters. Then check each letter with the model on the Alphabet Chart. If you think the letter can be improved, draw a red circle around it. When you have completed this, practise the letters you have circled.



When you feel you are ready to do your best writing, turn to the handwriting exercise for Section 1, Day 2 in your Student Book. Write each capital letter of the alphabet on the lines. When you have completed these letters, examine each one again by comparing it with the model on the Alphabet Chart.

Underline any letters you think could still be improved.

That will be all for today. (Did you remember to begin by checking your posture?)



STUDENT BOOK

Section 1  
Day 2

## Day 3 Lowercase Letters

You will practise all the lowercase letters of the alphabet today.

### Today's Writing

Today's writing exercise is the same as your last day's exercise except that you will be writing and checking the lowercase letters. When you are ready, complete the handwriting exercise for Section 1, Day 3 in your Student Book the same way you did in last day's work.



STUDENT BOOK

Section 1  
Day 3



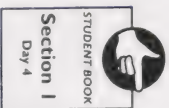
## Day 4

# Numerals and a Special Chart

Today you will write some numerals and make a Special Chart of letters and numerals that need your attention.

### Today's Writing

Use the same method for practising and writing numerals that you used when writing the capital and lowercase letters. (Review the directions in Day 1.) Then complete the handwriting exercise for Section 1, Day 4 in your Student Book in the same way.



STUDENT BOOK  
Section 1  
Day 4



## Day 5

# Lowercase a

In today's lesson you will practise writing the letter *a*.

### Arm-Movement Exercises

**To the home instructor:** At the start of most handwriting exercises your student will be asked to do one or more specific arm-movement exercises as preparation for learning one of the cursive alphabet letters. These Freedom of Movement Exercises are found at the end of this Module Booklet. Take time now to show your student these exercises, and see that she or he understands how to do them.

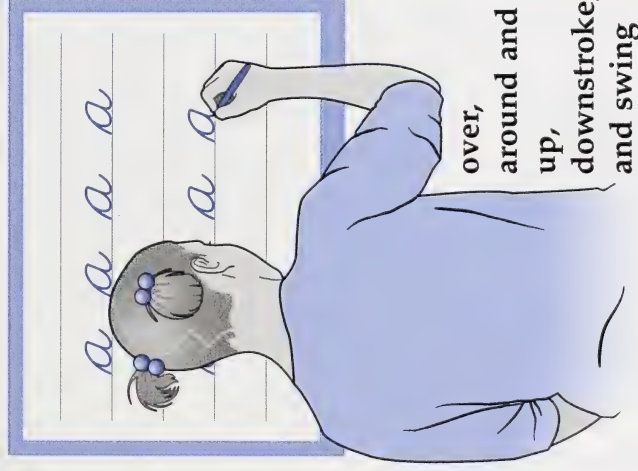


## Preparation

Use the Freedom of Movement Exercises to do two rows of right oval exercises on lined practice paper. Write freely and try to give rhythm to your strokes. Before you begin, check to see that your posture is correct and that your paper is properly placed. Use a pencil and as you write, let your hand glide. Don't concentrate on making perfect letters as much as on developing a relaxed movement and a steady rhythm. (This work need not be sent in.)

## Writing *a*

Practise writing *a* on lined practice paper. You'll notice that you need four strokes to complete each letter. As you write each letter, call out the strokes: over, around and up, downstroke, and swing. Try to keep the rhythm of your strokes even.



Also, as you write your letters, make sure that

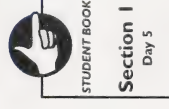
- the first stroke overturns a little
- the gap is closed at the top
- the downstroke has the correct slant
- the tail ends at about half the height of the letter



## Completing the Lesson

When you have written a line of *a*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 1, Day 5.



# Day 6

## Lowercase o

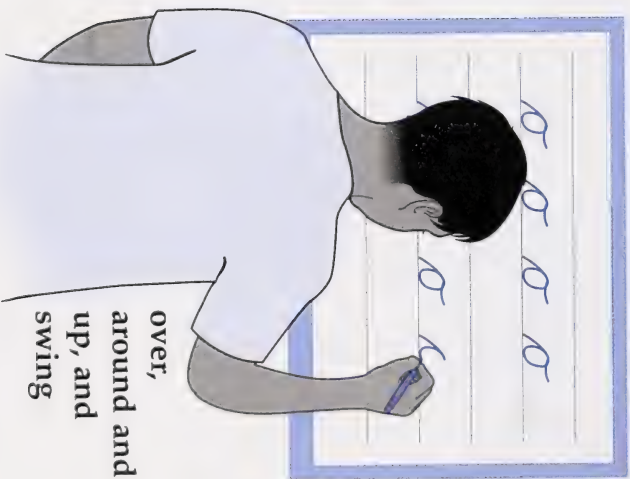
In today's lesson you will practise the letter *o*.

### Preparation

Repeat on lined practice paper the arm-movement exercises (right ovals) you did in last day's handwriting lesson.

### Writing o

Practise writing *o* on lined practice paper. You will notice that three strokes are needed to write this letter. As you write each letter, call out the strokes: over, around and up, and swing. Try to keep the rhythm of your strokes even.



over,  
around and  
up, and  
swing

As you write your letters, watch to make sure that

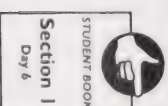
- the first stroke overturns a little
- the gap is closed at the top
- the tail swings away with a slight dip



### Completing the Lesson

When you have written a line of *o*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 1, Day 6.



STUDENT BOOK  
Section 1  
Day 6



# Lowercase *d*

In today's lesson you will practise the letter *d*.

## Preparation

Using some lined practice paper, do two rows of tornado arm-movement exercises (right ovals).

## Writing *d*

Practise writing *d* on lined practice paper. To get the rhythm, call out the steps: over, around and up, down, and swing. Try to keep the rhythm even.



As you write your letters, make sure that

- you start with the same overswing you used to write *a* and *o*.

- you close the gap as you do the upstroke

- the downstroke has the correct slant

- the tail swings to the correct height

## Completing the Lesson

When you have written a line of *d*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 1, Day 7.



STUDENT BOOK

Section 1  
Day 7

# Lowercase g

Day 8

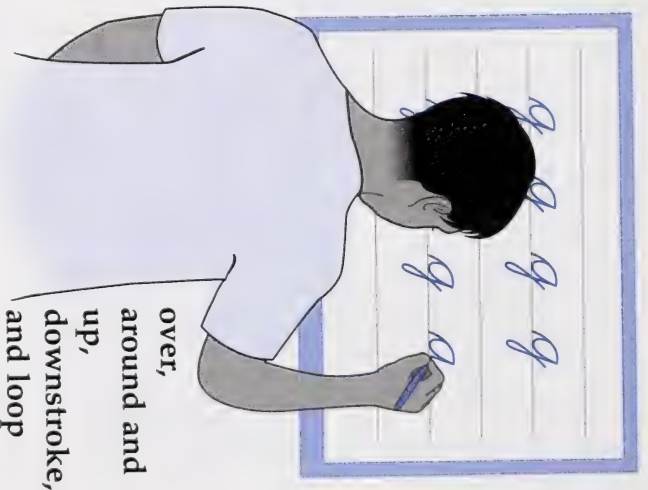
In today's lesson you will practise writing the letter *g*.

## Preparation

Repeat last day's practice (the tornado, right-oval arm-movement exercises) on lined practice paper.

## Writing g

Practise writing *g* on lined practice paper. To get the rhythm, call out the steps: over, around and up, downstroke, and loop. Try to keep the rhythm even.



As you write your letters, make sure that

- you begin with the same overswing you used to begin *a*, *o*, and *d*



- you close the gap as you finish saying "around and up"



- the downstroke is on the correct slant



- the loop is one-half space long



- the tail of the loop crosses over at the line



## Completing the Lesson

When you have written a line of *g*'s, check each one with the special points listed here.

Turn to your Student Book and do the handwriting exercise for Section 1, Day 8.



Day 9

# Lowercase q

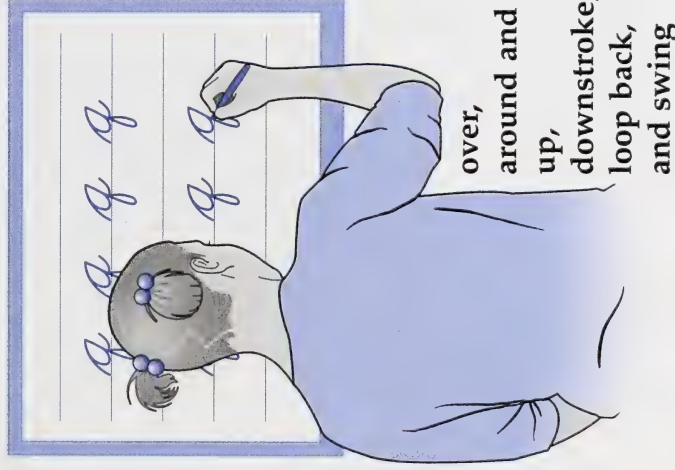
In today's lesson you will practise the letter *q*.

## Preparation

Do two lines of right-oval happy faces as arm-movement exercises on lined paper.

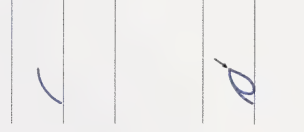
## Writing q

Practise writing *q* on lined practice paper. To get the rhythm, call out the steps: over, around and up, downstroke, loop back, and swing. Try to keep the rhythm even.



As you write your letters, make sure that

- you begin with the same overswing as in *a, o, d*, and *g*
- when you finish saying "around and up" the gap is closed



## Completing the Lesson

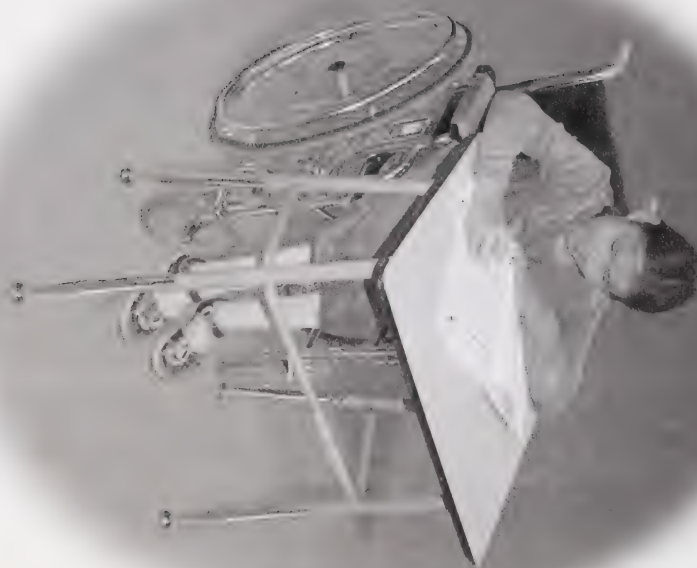
When you have written a line of *q*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 1, Day 9.



STUDENT BOOK  
Section 1  
Day 9

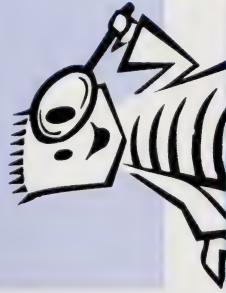
- the downstroke is on the correct slant
- the loop back touches the downstroke at the line
- the loop is one-half space long
- the tail swings up to the correct height





## Section 2

# Lowercase Letters

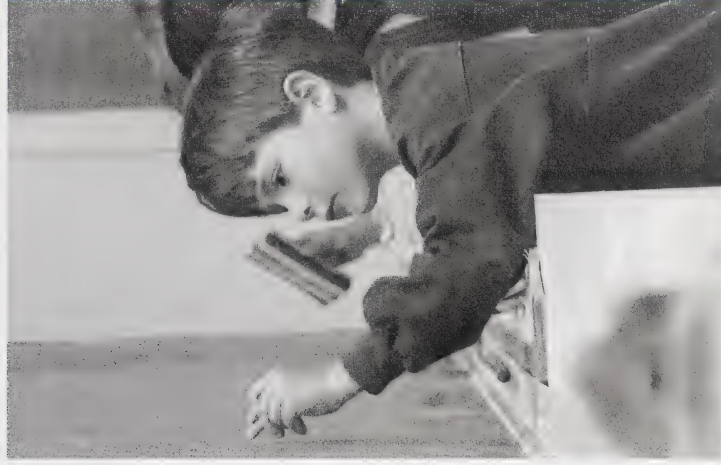


## Section 2: Lowercase Letters

### Activities You Will Do

- Prepare for handwriting using right and left ovals.
- Check your posture and the way you hold your pencil or pen.
- Review lowercase *a*, *o*, *d*, *g*, and *q*.
- Practise writing lowercase *c*, *m*, *n*, *z*, *x*, *i*, *u*, and *e*.

Are you getting the rhythm for forming lowercase letters? Many of the letters you will practise today have the same overswing or underswing.



# Day 1

## Lowercase c

In today's lesson you will practise the letter *c*.

### Preparation

Repeat last day's practice (the happy face, right-oval arm-movement exercises) on the chalkboard and on lined paper.

### Writing c

Practise writing *c* on lined practice paper. To get the rhythm, call out the steps: over, hook, around, and swing. Try to keep the rhythm even.



As you write your letters, make sure that

- you start with the same overswing as in *a*, *o*, *d*, *g*, and *q* and make a small hook at the top



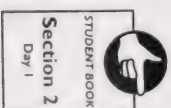
- the around part is flattened a little to match the downstroke slant of the other letters
- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *c*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 1.





## Day 2 Reviewing Letters

Today you will review the letters that you practised in Section 1, Days 5, 6, 7, 8, and 9 (*a, o, d, g, and q*) and in Section 2, Day 1 (*c*).

### Preparation

Repeat last day's happy-face arm movements (right ovals) on lined practice paper. Remember to keep your arm moving in a relaxed and rhythmical way.

### Reviewing

Write one line each of the letters *a, o, d, g, q*, and *c* on lined practice paper. Notice that each one begins with the same stroke.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 2.



## Day 3

# Lowercase *m*

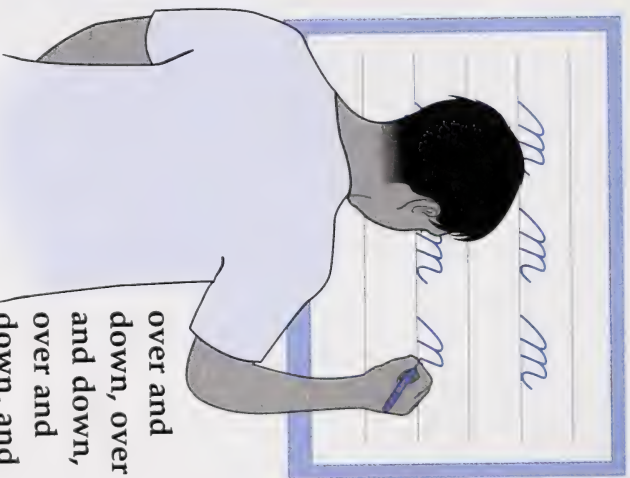
In today's lesson you will practise the letter *m*.

### Preparation

Repeat last day's happy face arm movements (the right-oval exercises) on lined practice paper.

### Writing *m*

Practise writing *m* on lined practice paper. As you write, call out the strokes: over and down, over and down, over and down, and up. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the first part of the stroke has a rounded top



- the "down" part comes down on the slant



- the next two strokes are exactly the same



- the tail swings up to the correct height



### Completing the Lesson

When you have written a line of *m*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 3.





Day 4

## Lowercase *n*

In today's lesson you will practise the letter *n*.

### Preparation

Do a combination of right-oval, arm-movement exercises on lined practice paper.

### Writing *n*

Practise writing *n* on lined practice paper. As you write, call out the strokes: over and down, over and down, and up. Try to keep this rhythm as you write.

As you write your letters, make sure that

- the *n* is made like *m* except that one "over and down" stroke has been left off
- the downstrokes are on the same slant

*n*

*n*



### Completing the Lesson

When you have written a line of *n*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 4.



STUDENT BOOK

Section 2

Day 4

# Day 5

## Lowercase z

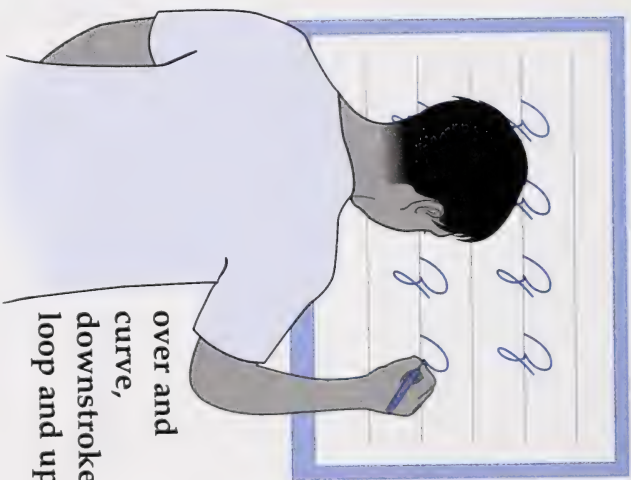
In today's lesson you will practise the letter z.

### Preparation

Repeat last day's practice (the right-oval exercises) on lined practice paper.

### Writing z

Practise writing z on lined practice paper. As you write it, call out the strokes: over and curve, downstroke, loop and up. Try to keep the rhythm even.

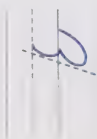


As you write your letters, make sure that

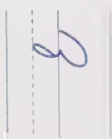
- the "over and curve" stroke is well-rounded



- the downstroke follows the slant



- the loop is one-half space long



- the loop crosses on the line



### Completing the Lesson

When you have written a line of z's, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 5.



STUDENT BOOK  
Section 2  
Day 5



Day 6

## Lowercase x

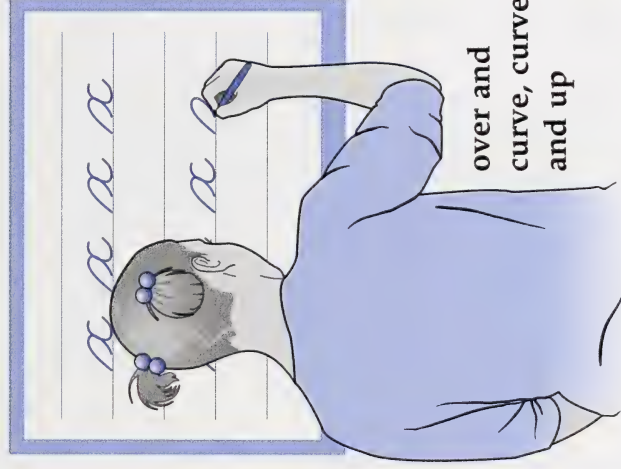
In today's lesson you will practise the letter x.

### Preparation

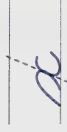
Do a combination of right-oval, arm-movement exercises on lined practice paper.

### Writing x

Practise writing x on lined practice paper. As you write it, call out the strokes: over and curve, curve and up. Try to keep the rhythm of your strokes even.



- the slant of the x can be seen in the way the two strokes are joined



### Completing the Lesson

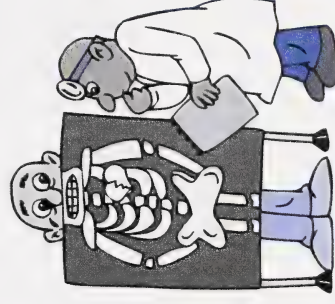
When you have written a line of x's, check each one with the points listed here.



STUDENT BOOK

Section 2  
Day 6

Turn to your Student Book and do the handwriting exercise for Section 2, Day 6.



As you write your letters, make sure that

- the first stroke of x is the same as the first stroke of z



- the second stroke is like the first one in reverse, and it touches in the middle



## Day 7 Lowercase *i*

In today's lesson you will practise the letter *i*.

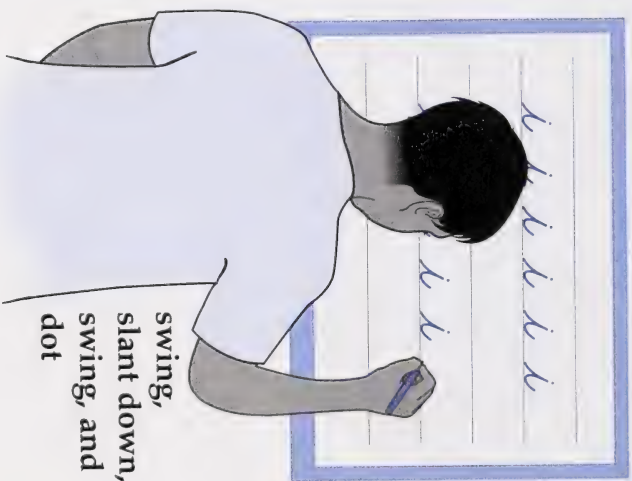
### Preparation

On lined practice paper, do two rows of left ovals. Write freely and aim for rhythm. Before you begin, check to see that your posture is correct and that your paper is properly placed. As you write, try to keep the motion free and rhythmical. Let your hand glide.

Don't concentrate as much on accuracy as on developing a relaxed movement and a steady rhythm. This work is not to be sent in.

### Writing *i*

Practise writing *i* on lined practice paper. As you write, call out the strokes: swing, slant down, swing, and dot. Try to keep the rhythm as you write.



As you write your letters, make sure that

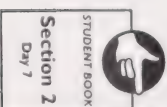
- you begin with an underswing
- the downstroke is on the same slant
- the tail swings to the correct height
- the dot is in line with the slant



### Completing the Lesson

When you have written a line of *i*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 7.





Day 8

## Lowercase *u*

In today's lesson you will practise the letter *u*.

### Preparation

Repeat last day's practice arm movements (the left-oval exercises) on lined practice paper.

### Writing *u*

Practise writing *u* on lined practice paper. As you write, call out the strokes: swing, slant down, swing, slant down, and swing. Try to keep an even rhythm when you write.



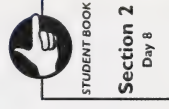
As you write your letters, make sure that

- the *u* begins with the same underswing as *i*
- both downstrokes are on an even slant
- the tail is the correct height

### Completing the Lesson

When you have written a line of *u*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 8.



## Day 9 Lowercase e

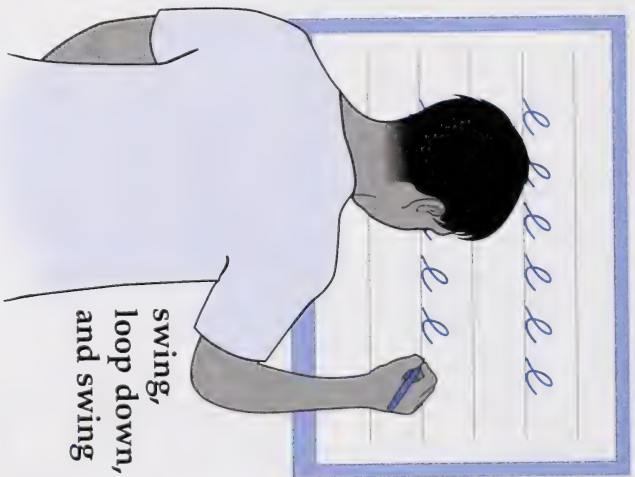
In today's lesson you will practise the letter *e*.

### Preparation

Since today's letter begins with an underswing and continues with a downstroke, spend some time practising the left-oval exercises on lined practice paper. Remember to concentrate on writing with a relaxed, flowing movement.

### Writing e

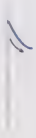
Practise writing *e* on lined practice paper. As you write, call out the strokes: swing, loop down, and swing. Try to keep this rhythm as you write.



elephant

As you write your letters, make sure that

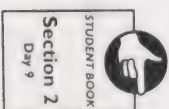
- you begin with an underswing
- the loop downstroke is on the correct slant
- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *e*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 2, Day 9.



## Section 3

# Lowercase Letters Continued



## Section 3: Lowercase Letters Continued

### Activities You Will Do

- Continue making left ovals to create faces.
- Use push-and-pull movements and ovals to make sailboats.
- Practise the lowercase letters **w, r, s, j, p, t, v,** and **y.**
- Review the letters **i, u, w, r, s, j,** and **p.**

Are you calling out the strokes as you form the letters? The preparation exercises will help you keep an even rhythm with strokes that are the same size and slant.

Handwriting is easy. All you need is a pencil or pen and some paper.





# Day 1

## Lowercase w

In today's lesson you will practise the letter *w*.

### Preparation

Do two rows of left-oval, tornado-movement exercises on lined practice paper.

### Writing w

Practise writing *w* on lined practice paper. As you write, call out the strokes: swing, down, swing, down, swing, down, and swing. Try to keep an even rhythm as you write.



As you write your letters, make sure that

- you begin with the same "swing, down" pattern as you used to write *u*



- all downstrokes are on the same slant



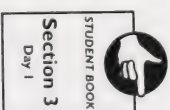
- the third downstroke is very short and on the same slant



### Completing the Lesson

When you have written a line of *w*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 3, Day 1.



Day 2

## Lowercase *r*

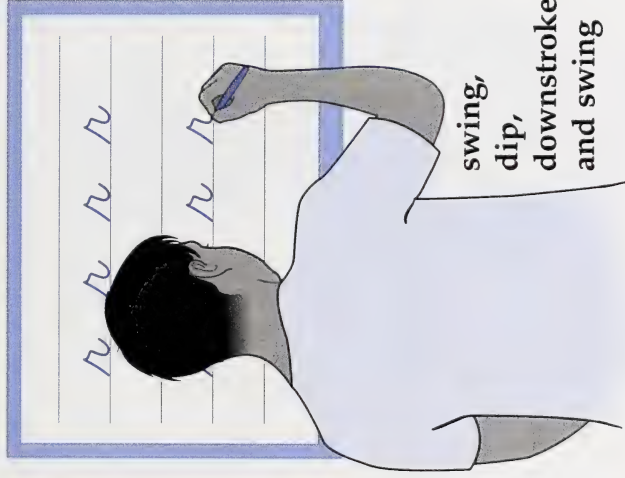
In today's lesson you will practise the letter *r*.

### Preparation

Repeat last day's practice (the left-oval, tornado-movement exercises) on lined practice paper.

### Writing *r*

Practise writing *r* on lined practice paper. As you write, call out the strokes: swing, dip, downstroke, and swing. Try to keep an even rhythm.



As you write your letters, make sure that

- the *r* begins with the same underswing as the *i*, *u*, and *w*



- the dip stroke is slightly curved



- the next stroke comes down to the line on the same slant as the swing



- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *r*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 3, Day 2.



# Day 3

## Lowercase s

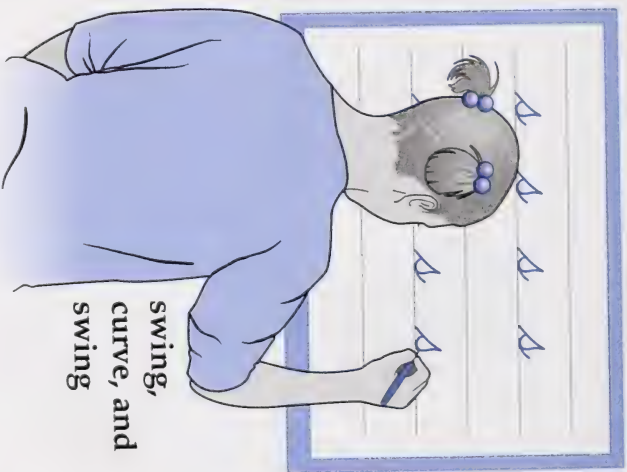
In today's lesson you will practise the letter *s*.

### Preparation

On lined practice paper, do one line of left ovals and one line of left-oval tornados for today's arm-movement exercises.

### Writing s

Practise writing *s* on lined practice paper. As you write, call out the strokes: swing, curve, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- you begin with the same underswing as in *i*, *u*, *w*, and *r*
- the curve stroke has a slight dip in it

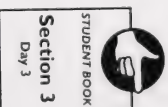
- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *s*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 3, Day 3.





Day 4

# Lowercase *j*

In today's lesson you will practise the letter *j*.

## Preparation

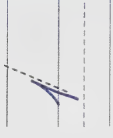
Repeat last day's practice (the left-oval exercises) on lined practice paper.

## Writing *j*

Practise writing *j* on lined practice paper. As you write, call out the strokes: swing, slant down, loop over, and dot. Try to keep this rhythm as you write.



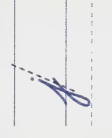
- the downstroke is on the correct slant and is one-half space long



- the loop crosses over the downstroke at the line



- the dot is in line with the downstroke

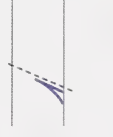


## Completing the Lesson

When you have written a line of *j*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 3, Day 4.

- the first stroke is an underswing as in *i* or *u*



STUDENT BOOK

Section 3

Day 4

## Day 5

# Lowercase *p*

In today's lesson you will practise the letter *p*.

### Preparation

For today's practice, do two lines of left-oval faces on lined paper.

### Writing *p*

Practise writing *p* on lined practice paper. As you write, call out the strokes: swing, slant down, up and around, and swing. Try to keep this rhythm as you write.



swing,  
slant down,  
up and  
around, and  
swing

As you write your letters, make sure that

- you begin with the same underswing you used for *j*

- you go down and then trace up the downstroke on the correct slant



- the downstroke is one-half space long below the line



- you make a stroke that goes up and around until it touches the downstroke



- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *p*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 3, Day 5.



STUDENT BOOK  
Section 3  
Day 5

## Day 6 Reviewing Letters

In today's lesson you will review the letters that begin with a short underswing.

### Preparation

Repeat last day's practice (the left-oval faces) on lined practice paper.

### Reviewing Letters

On a piece of practice paper, write the letters *i*, *u*, *w*, *r*, *s*, *j*, and *p*. Check your letters to make sure that they all begin with the same underswing and that each downstroke is on the same slant.

### Completing the Lesson

Turn to your Student Book and do the handwriting exercise for Section 3, Day 6.





# Day 7 Lowercase *t*

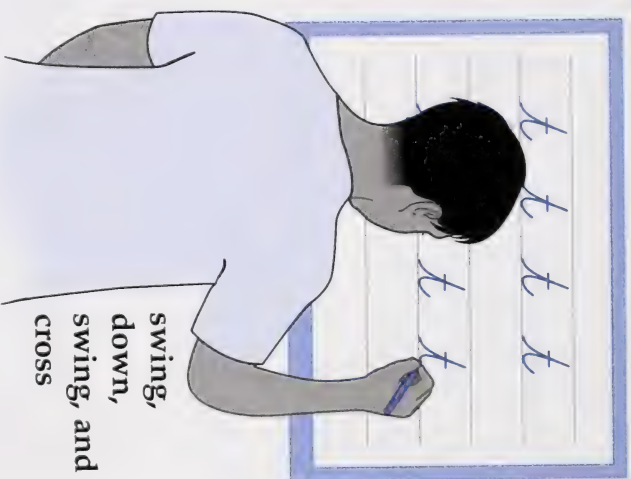
In today's lesson you will practise the letter *t*.

## Preparation

Try a combination of left ovals, left-oval tornados, and left-oval faces, for your practice today. Use lined paper.

## Writing *t*

Practise writing *t* on lined practice paper. As you write, call out the strokes: swing, down, swing, and cross. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the underswing goes nearly one space high



- the downstroke is on the correct slant and the same slant as the underswing



- the tail swings to the same height as it does on the smaller letters



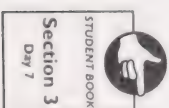
- the crossing stroke is straight (Don't let it tip!)



## Completing the Lesson

When you have written a line of *t*'s, check each one with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 3, Day 7.



Day 8

## Lowercase v

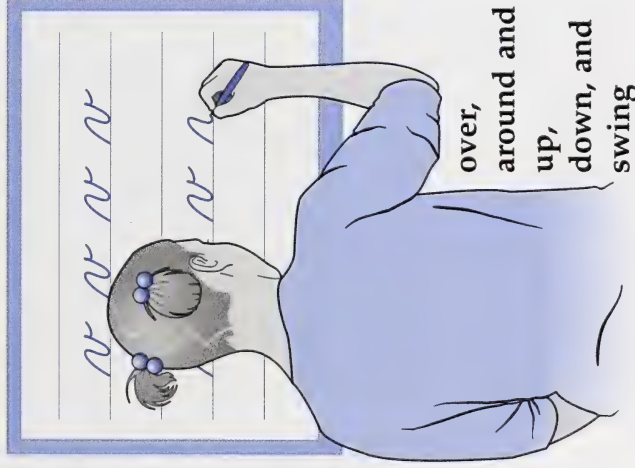
In today's lesson you will practise the letter *v*.

### Preparation

The letter *v* begins with a movement to the right, so today you should practise the right-oval exercises on lined practice paper.

### Writing *t*

Practise writing *v* on lined practice paper. As you write, call out the strokes: over, around and up, down, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the first stroke is an overswing that curves around and up



- there is a small downstroke before the swing



- the swing stroke is a short one



### Completing the Lesson

When you have written a line of *v*'s, check each one with the points listed here.



STUDENT BOOK

Section 3  
Day 8

Turn to your Student Book and do the handwriting exercise for Section 3, Day 8.



*vegetable*

# Day 9

## Lowercase y

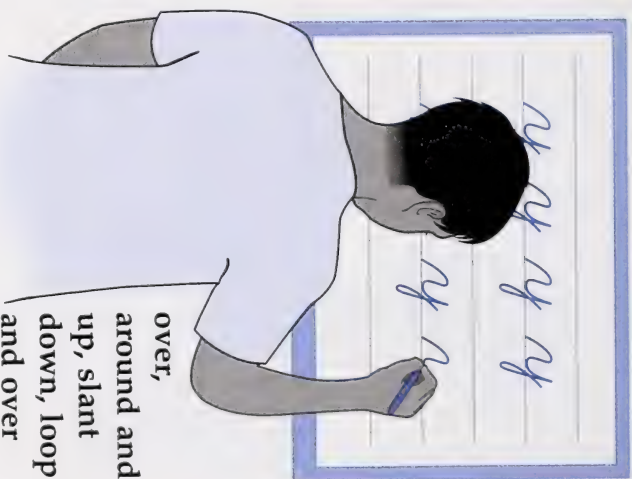
In today's lesson you will practise the letter *y*.

### Preparation

For today's practice use ovals and push-and-pull movements to make sailboats. You can use either lined or unlined paper.

### Writing y

Practise writing *y* on lined practice paper. As you write, call out the strokes: over, around and up, slant down, loop and over. Try to keep this rhythm as you write.



As you write your letters, make sure that

- *y* begins the same way as *v* does
- the downstroke is on the correct slant and is one-half space long below the line



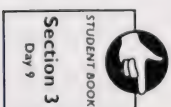
- the loop crosses at the line and the tail ends at the correct height



### Completing the Lesson

When you have written a line of *y*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 3, Day 9.





Then you will begin to see how important connections are! You will begin joining lowercase letters.

Remember to always use your Alphabet Chart as a reference.

## Section 4

# Lowercase Letters and Joining



In this section you will complete the practice of lowercase letters.

## Section 4: Lowercase Letters and Joining

### Activities You Will Do

- Prepare for writing by making snow people, bubbles, and double loops.
- Write lowercase *l*, *b*, *h*, *f*, and *k*.
- Review these letters.
- Practise joining *w* to various letters.



# Day 1

## Lowercase l

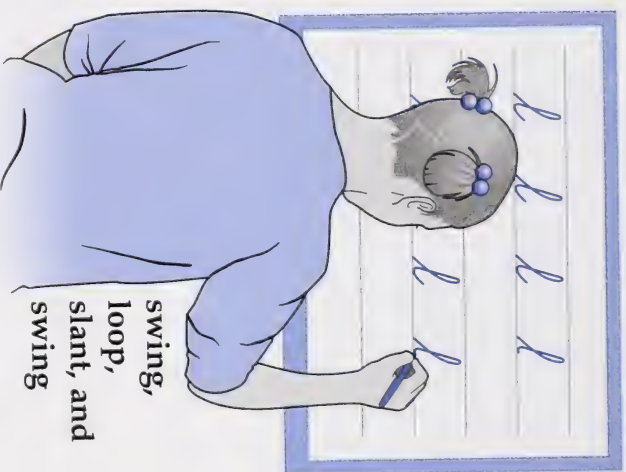
In today's lesson you will practise the letter *l*.

### Preparation

Do two lines of push-and-pull exercises on lined practice paper.

### Writing l

Practise writing *l* on lined practice paper. As you write, call out the strokes: swing, loop, slant, and swing. Try to keep this rhythm as you write.



swing,  
loop,  
slant, and  
swing

As you write your letters, make sure that

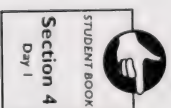
- the underswing goes nearly to the top line
- the loop downstroke is on the correct slant

- the tail swings to the correct height

### Completing the Lesson

When you have written a line of *l*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 4, Day 1.



llama

Day 2

## Lowercase *b*

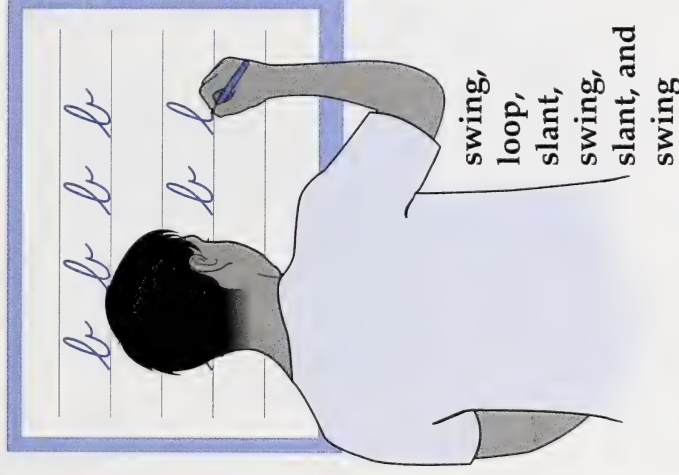
In today's lesson you will practise the letter *b*.

### Preparation

Use left ovals and push-and-pull exercises to make two rows of snow people. You can use either lined or unlined paper.

### Writing *b*

Practise writing *b* on lined practice paper. As you write, call out the strokes: swing, loop, slant, swing, slant, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the underswing goes nearly to the top line
- the loop downstroke is on the correct slant
- the small downstroke is on the same slant

### Completing the Lesson

When you have written a line of *b*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 4, Day 2.



STUDENT BOOK

Section 4  
Day 2



# Day 3

## Lowercase h

In today's lesson you will practise the letter *h*.

### Preparation

Use left-oval exercises and the push-and-pull exercises to make some bubbles on lined or unlined practice paper.

### Writing *h*

Practise writing *h* on lined practice paper. As you write, call out the strokes: swing, loop, slant, over, slant, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the underswing goes nearly to the top line



- the loop downstroke is on the correct slant



- the smaller downstroke is on the same slant



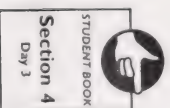
- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *h*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 4, Day 3.



## Day 4 Lowercase *f*

In today's lesson you will practise the letter *f*.

### Preparation

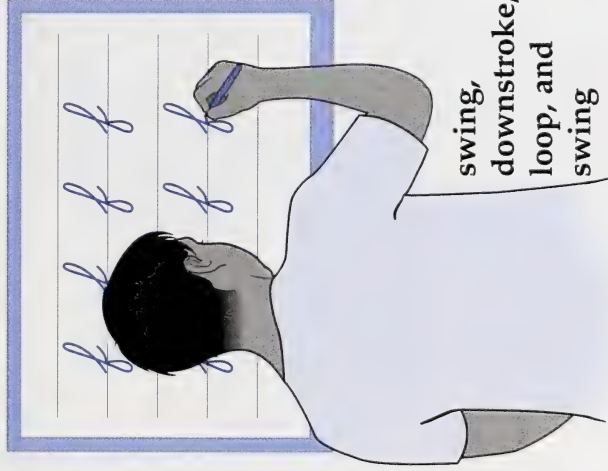
Repeat last day's practice (left-oval exercises and the push-and-pull exercises) on lined practice paper.

### Writing *f*

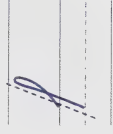
Practise writing *f* on lined practice paper. As you write, call out the strokes: swing, downstroke, loop, and swing. Try to keep this rhythm as you write.

As you write your letters, make sure that

- the underswing goes nearly to the top line



- the loop downstroke is on the correct slant



- the bottom loop touches the downstroke at the base line



- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *f*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 4, Day 4.



STUDENT BOOK

Section 4  
Day 4

# Day 5

## Lowercase k

In today's lesson you will practise the letter *k*.

### Preparation

Today, practise the first double-loop exercise on lined paper. Notice which way the arrows direct your movements.

### Writing *k*

Practise writing *k* on lined practice paper. As you write, call out the strokes: swing, slant, over, loop, slant, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

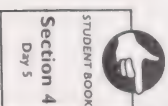
- the underswing goes nearly to the top line
- the loop downstroke is on the correct slant
- the small loop is closed
- the tail swings to the correct height



### Completing the Lesson

When you have written a line of *k*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 4, Day 5.





## Day 6 Reviewing Letters

In today's lesson you will review the letters you have practised in Days 1, 2, 3, 4, and 5.

### Preparation

Practise double-loop exercises 1 and 2 on lined practice paper.

### Reviewing Letters

Practise writing a line of the letters *l, b, h, f,* and *k* on lined practice paper. Then write a line of the letter *e*. Be sure that all letters begin with the same underswing and continue with downstrokes having the same slant.



### Completing the Lesson

Turn to your Student Book and do the handwriting exercise for Section 4, Day 6.



## Day 7

# Joining *w* to *a* and *o*

In today's lesson you will practise joining *w* to *a* and *o*.

### Changing the Overswing

You have learned that when you write *a* and *o*, you begin with an overswing.

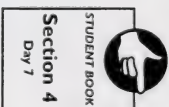
You need to change that overswing when these letters follow *w*.

Notice the way these letters are joined. Start the *a* and *o* with the final swing of the *w*.

Practise these letter combinations on lined practice paper.

### Completing the Lesson

Turn to your Student Book and do the handwriting exercise for Section 4, Day 7.



Day 8

## Joining *w* to *e* and *i*

In today's lesson you will practise joining *w* to *e* and *i*.

### Changing the Underswing

You have learned that when you write *e* and *i*, you begin with an underswing.



You need to change the underswing to an overswing when these letters follow *w*.

Notice the way these letters are joined. The *e* and *i* are started with the final swing of the *w*.

*wi we*

### Completing the Lesson

Practise these letter combinations on lined practice paper.

Turn to your Student Book and do the handwriting exercise for Section 4, Day 8.





# Day 9

## Joining *w* to *r* and *h*

In today's lesson you will practise joining *w* to *r* and *h*.

### Changing the Underswing

Other letters that sometimes follow *w* are *r* and *h*. The tricky part is changing the underswing of each letter without changing the rest of the letter.

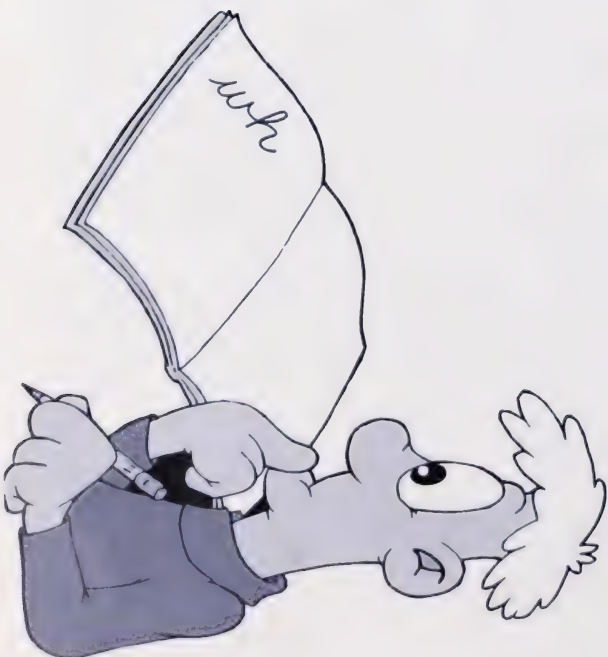
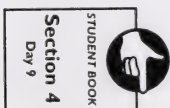
Notice the way these letter combinations are joined.

*wr wh*

### Completing the Lesson

Practise these letter combinations on lined practice paper.

Turn to your Student Book and do the handwriting exercise for Section 4, Day 9.



## Section 5

# More Joining and Judging



## Section 5: More Joining and Judging

### Activities You Will Do

- Practise more lowercase joins.
- Review letter combinations.
- Judge a sample of writing for correct letter formation.
- Judge a sample of your own handwriting and numeral formation.

In this section you will first practise more connections.

You will make some judgments about handwriting. You will begin by judging a sample of handwriting, and then you will judge your own handwriting.

Remember, writing is communicating with words. The receiver of your message has to be able to easily make out the words you write.



# Day 1

## Joining *b* to *a* and *o*

In today's lesson you will practise joining *b* to *a* and *o*.

### Changing the Overswing

You have been practising changing the overswing when you connect *w* to *a* and *o*. Since *b* and *w* end the same way, you will already know how to join *b* to *a* and *o*.

Notice again the way these letters are joined. The *a* and *o* are started from the final swing of the *w* and *b*.

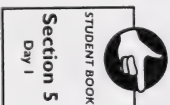
*wa wo*

*ba bo*

### Completing the Lesson

Practise combining *b* with *a* and *o* on lined practice paper.

Turn to your Student Book and do the handwriting exercise for Section 5, Day 1.





Day 2

## Joining *b* to Letters Beginning with an Underswing

In today's lesson you will join *b* to letters that begin with an underswing: *e, i, r, u, l*, and *b*.

### Changing the Underswing

When *b* is followed by letters that begin with an underswing, these letters must be changed a little, just as they were when you changed them to join *w*.

Notice the way these letters are joined. The letters start from the final swing of the *b*.

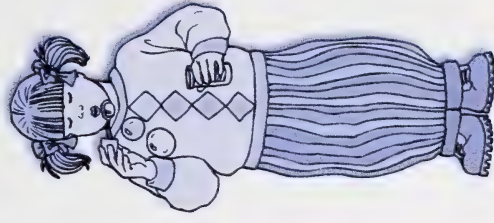
*b e b i b r*

*b u b l b h*

### Completing the Lesson

Practise these letter combinations on lined practice paper.

Turn to your Student Book and do the handwriting exercise for Section 5, Day 2.



*blowing bubbles*

# Day 3

## Joining o to Letters

### Beginning with an Overswing

In today's lesson you will practise joining *o* to letters that begin with an overswing: *a, c, d, g, m, n, o, q, v, x, y, and z.*

#### Changing the Overswing

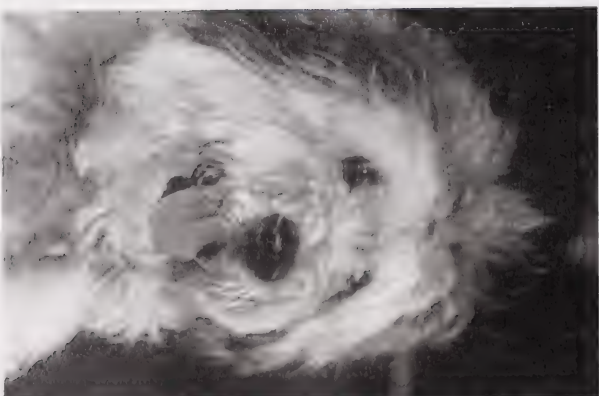
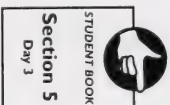
Notice the way *o* is joined to each letter.



#### Completing the Lesson

Practise these letter combinations on lined practice paper.

Turn to your Student Book and do the handwriting exercises for Section 5, Day 3.



Day 4

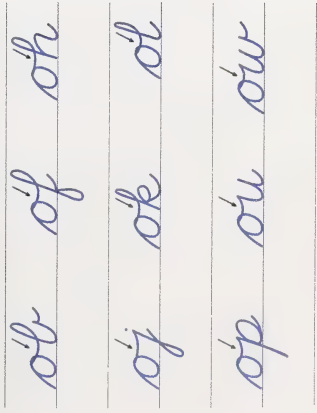
# Joining o to Letters

## Beginning with an Underswing

In today's lesson you will practise joining o to letters that begin with an underswing: b, f, h, j, k, l, p, u, and w.

### Changing the Underswing

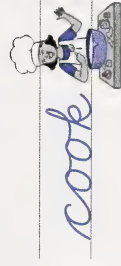
Notice the way o is joined to the following letters.



### Completing the Lesson

Practise these letter combinations on lined practice paper.

Turn to your Student Book and do the handwriting exercises for Section 5, Day 4.





# Day 5

## Joining o to r, s, and t

In today's lesson you will practise joining o to r, s, and t.

### Difficult Joins

Notice how o is joined in each of the following combinations.

or os ot

Each of these letter combinations is a difficult one. Practise them carefully on lined practice paper.

### Completing the Lesson

Turn to your Student Book and do the handwriting exercise for Section 5, Day 5.

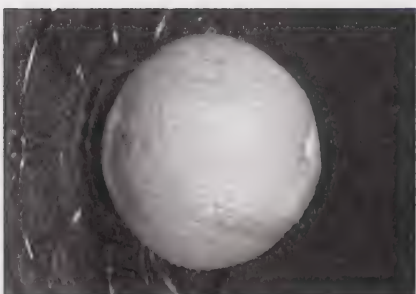


STUDENT BOOK  
Section 5  
Day 5

orange

ostrich

boots



# Day 6

## Difficult Joins

In today's lesson you will practise *ge*, *ji*, *ye*, and *gh* joins.

### Changing the Swing

Notice that the letter *g* finishes on an overswing but then has to change quickly to begin the underswing for *e*.

*g* + *e* = *ge*

The same change takes place when *j* and *i*, *y* and *e*, and *g* and *h* are joined.

*j* + *i* = *ji*

*y* + *e* = *ye*

*g* + *h* = *gh*

*g* + *i* = *gi*

### Completing the Lesson

Practise these letter combinations on lined practice paper.

Turn to your Student Book and do the handwriting exercise for Section 5, Day 6.



# Day 7

## A Review of Joins

In today's lesson you will review some of the letter joins you have been practising.

### Doing the Exercise

Turn to your Student Book and do the handwriting exercise for Section 5, Day 7.

In today's exercise some equations are written with letters. Complete each equation by showing how that pair of letters is written together. After each equation, write a word that contains that letter combination.

Here is a sample of how the first line might be completed.

W + O = WO woman



STUDENT BOOK

Section 5

Day 7



worm



world



Day 8

## Judging a Sample

In today's lesson you can be the judge and decide which of your letters need more care.

### Judging the Sample

You have learned to look very carefully at letters, haven't you? You have paid attention to such things as

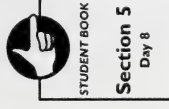
- the way a letter begins
- the slant of the downstroke
- the way a letter ends

Now turn to your Student Book and look at the letters in today's exercise (Section 5, Day 8).

If the letter is well made, put a ✓ beside it.

If it is not well made, draw a small arrow pointing to the part that needs to be changed. Write a short explanation of what is incorrect. Then write the letter the way it should be written.

The first two letters are done for you. You might find it helpful to use the Alphabet Chart.



## Day 9 Letters and Numerals

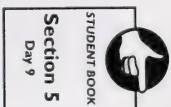
In today's lesson you will write the alphabet and compare it with the record you made in Section 1, Day 4 (Letters and Numerals Needing Special Care).

### Writing the Alphabet

Turn to the handwriting exercise in your Student Book for Section 5, Day 9.

On the lines, write all the lowercase letters of the alphabet. Then write the numerals. Leave about a 2-cm space between each letter and numeral.

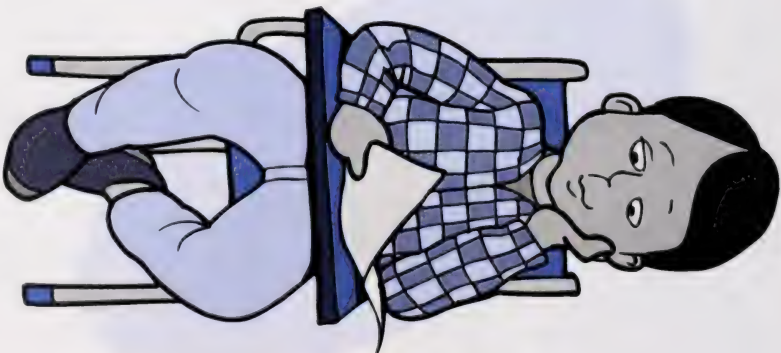
Now, look carefully at your letters. Compare them with the letters on the Alphabet Chart. If you think you made the letter correctly, put a ✓ beside it. If you need to improve it, write that letter again in the space you left beside it.



### Judging Your Work

Look at the letters and numerals you had listed on your **Letters and Numerals Needing Special Care** chart. Compare each of these with the same letters and numerals you have written today. Which ones have you improved?

When you have judged your work, complete the sentence at the end of today's exercise.



Remember to keep your chart in a safe place. You will need it again.

## Section 6

# Reviewing and Beginning Capitals



## Section 6: Reviewing and Beginning Capitals

### Activities You Will Do

- Write a paragraph.
- Review writing technique.
- Review joining letters.
- Prepare to write by making birds and flowers.
- Practise the capital letters A, O, C, E, and I.

You have now completed all of the lowercase letters of the alphabet.

It's time to begin the capital letters.

Do you check your letters for the special points given?

It's a good idea to watch for the special points given for forming each letter. That way you will make a habit of writing each letter clearly.

Begin each lesson with some arm-movement exercises.





# Day 1

## Size, Slant, and Spacing

In today's lesson you will write a short paragraph and evaluate your own work.

### Writing a Paragraph

Turn to the handwriting exercise for Section 6, Day 1 in your Student Book.

Write the following paragraph on the lines in today's exercise.

Before I begin to write, I make sure I am sitting with good posture and that I am holding my pen correctly. I try to pay attention to size, slant, and spacing.



### Judging Your Own Work

Look at the list of things to look for under the paragraph you have just written. Answer each question on the lines provided. Then, in the box, give yourself one or two of these marks:

- **S:** This is super-duper work!
- **G:** I'm doing a pretty good job.
- **W:** It's not as good as I'd like it to be, but I'm working on it.



STUDENT BOOK

Section 6  
Day 1

## Day 2 Reviewing Joins

In today's lesson you will practise joining *g* to *e* and *l*.

### Overswings and Underswings

Notice how the overswings and underswings change when they are joining some letters.

- The finishing stroke in *g* is an overswing.

*g*

- The beginning strokes in *e* and *l* are underswings.

*e l*

- When you join *g* to *e* or *l*, you have to change the overswing to an underswing.

*ge gl*

### Completing the Lesson

Turn to your Student Book and do the exercise for Section 6, Day 2.

Write the following words carefully on the lines in today's exercise. Be sure *g* is carefully joined to the *e* or *l*.

- get
- gentle
- germ
- glass
- glue
- glitter



STUDENT BOOK  
Section 6  
Day 2



# Day 3

## Reviewing More Joins

In today's lesson you will practise joining *b*, *v*, and *w* to other letters.

### Joining Letters

The written letters for *b*, *v*, and *w* all end the same way. They need to be carefully joined to any letters that follow.

*b' v' w'*

### Completing the Lesson

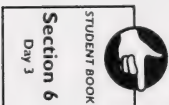
Turn to your Student Book and do the exercise for Section 6, Day 3.

Write the following words in the first column in today's exercise:

- brave
- baboon
- wave

Then choose any other three words to write in the other column. Be sure that each word you write has either a *b*, *v*, or *w* in it. It might be fun to see if your words could contain the same letter twice or more (for example, *tabby* or *bubble*).

Are you beginning each writing lesson with some arm-movement exercises?





Day 4

# Capital Letter A

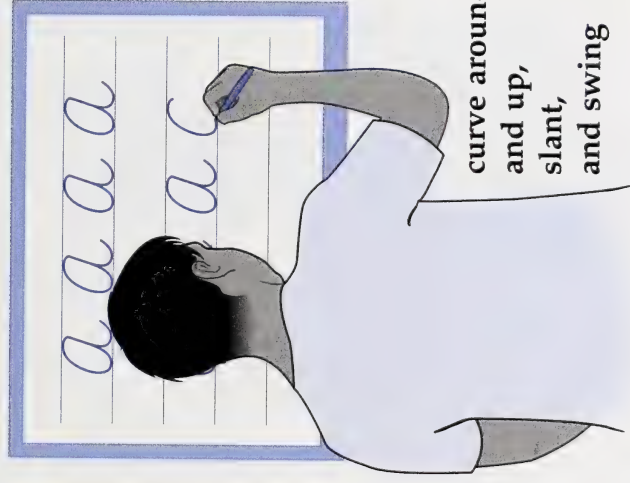
Today you will practise the capital letter A.

## Preparation

The letter A begins with a movement to the left; so use left-oval exercises to draw a bird on lined or unlined practice paper. The letter also has a downstroke, so add push-and-pull exercises by drawing the nest too. Draw these figures at least twice.

## Writing A

Practise writing A on lined practice paper. As you write, call out the strokes: curve around and up, slant, and swing. Try to keep this rhythm as you write.



- the curve goes around to close the gap

- the downstroke is on the slant



## Completing the Lesson

When you have written a line of A's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 6, Day 4.



STUDENT BOOK

Section 6  
Day 4

As you write your letters, make sure that

- you begin in the correct place

- the curve goes up from the starting point

curve around and up, slant, and swing

# Day 5 Capital Letter O

Today you will practise the capital letter *O*.

## Preparation

Repeat the same left-oval exercises on practice paper that you did in last day's work.

## Writing O

Practise writing *O* on lined practice paper. As you write, call out the strokes: curve around and up, side loop, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- you begin in the correct place



- the curve stroke is well-rounded and that the gap is closed



The end of the curve needs to go a little past the starting point so you will be ready to begin the loop at the top.

- the loop is made a little to one side



## Completing the Lesson

When you have written a line of *O*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 6, Day 5.



## Day 6 Capital Letter C

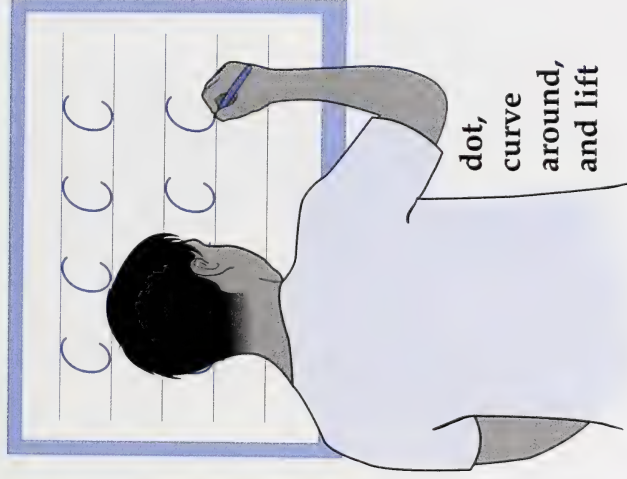
Today you will practise the capital letter C.

### Preparation

For the arm-movement practice for today, use left ovals to draw a line of flower 1's on lined or unlined paper.

### Writing C

Practise writing C on lined practice paper. As you write, call out the strokes: dot, curve around, and lift. Try to keep this rhythm as you write.



- the curve goes up from the starting point

- the curve is well-rounded and finishes above the base line

### Completing the Lesson

When you have written a line of C's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 6, Day 6.



As you write your letters, make sure that

- you begin at the correct place by making a small dot





# Day 7

## Capital Letter E

Today you will practise the capital letter E.

### Preparation

Repeat the flower 1 arm-movement exercise as the practice for today.

### Writing E

Practise writing E on lined practice paper. As you write, call out the strokes: curve around, loop, curve around, and lift. Try to keep this rhythm as you write.



As you write your letters, make sure that

- you begin in the correct place



- the curves are well-rounded with the loop just above the centre of the space

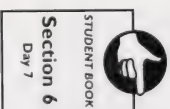
- the back of the curves are on the correct slant



### Completing the Lesson

When you have written a line of E's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 6, Day 7.



STUDENT BOOK  
Section 6  
Day 7

Day 8

## Reviewing Letters

Today's work is a review of the capital letters that begin with a curve stroke to the left: **A**, **O**, **C**, and **E**.

### Preparation

Do some left-oval exercises by drawing a line of flower 2's on lined or unlined practice paper.

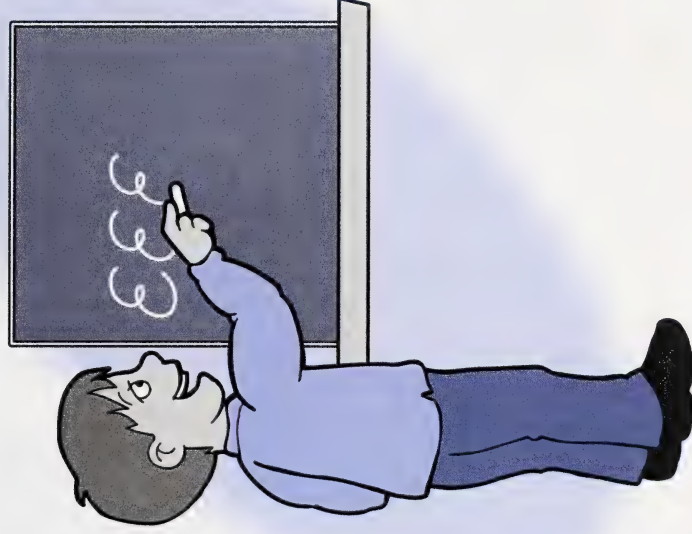
### Practising the Letters

Practise writing the letters **A**, **O**, **C**, and **E** on lined practice paper. You may also practise the letters on a chalkboard. Be sure each one begins at the same starting point.

### Completing the Lesson

When you have written a line of each letter on your practice paper or blackboard, complete today's exercise.

Turn to your Student Book and do the handwriting exercise for Section 6, Day 8.



# Day 9 Capital Letter I

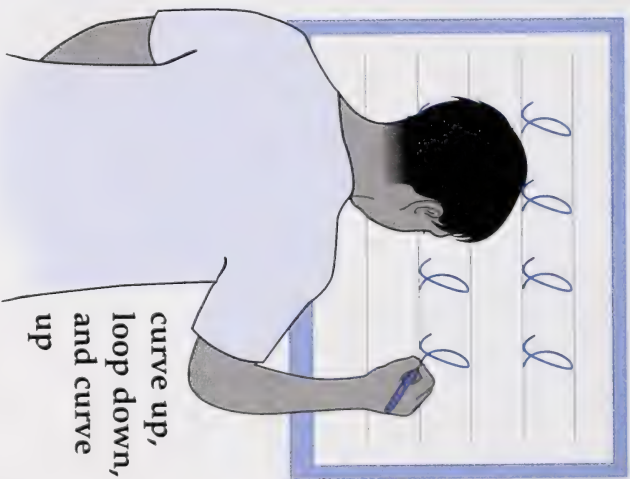
Today you will practise the capital letter *I*.

## Preparation

Today's letter begins with a curve to the right so practise drawing flower 3 using the right-oval exercises. Keeping the slant is necessary for *I* too, so practise some push-and-pull exercises as well.

## Writing I

Practise writing *I* on lined practice paper. As you write, call out the strokes: curve up, loop down, and curve up. Try to keep this rhythm as you write.



As you write your letters, make sure that

- you begin on the base line and curve up to the left



- the starting and ending points of the curve are nearly in a straight line



- the downstroke is on the correct slant



- the tail is lifted above the base line



## Completing the Lesson

When you have written a line of *I*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 6, Day 9.



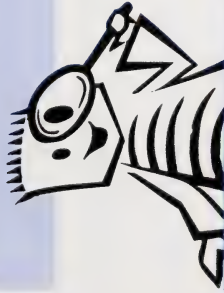
STUDENT BOOK  
Section 6  
Day 9





## Section 7

# Capital Letters



### Section 7: Capital Letters

#### *Activities You Will Do*

- Prepare for writing by drawing flowers, bridges, and pyramids.
- Practise writing the capital letters *J*, *T*, *F*, *M*, *N*, *H*, and *K*.
- Review these letters.

Are you getting used to the size and shape of the capital letters? In this section you will practise more capital letters.

Remember that good handwriting requires just a few basics, such as a pencil or a pen and paper. Mostly, good handwriting requires desire, practice, and effort.

# Day 1 Capital Letter J

Today you will practise the capital letter *J*.

## Preparation

Repeat the right-oval and the push-and-pull exercises that you did making flower 3.

## Writing J

Practise writing *J* on lined practice paper. As you write, call out the strokes: curve up, loop down, curve up, and across. Try to keep this rhythm as you write.



As you write your letters, make sure that

- you begin on the base line as you did for *I*
- the downstroke is on the slant and extends below the line



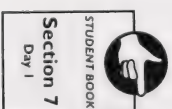
- the bottom loop is one-half space long
- the loop crosses at the base line



## Completing the Lesson

When you have written a line of *J*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 7, Day 1.



# Day 2 Capital Letter T

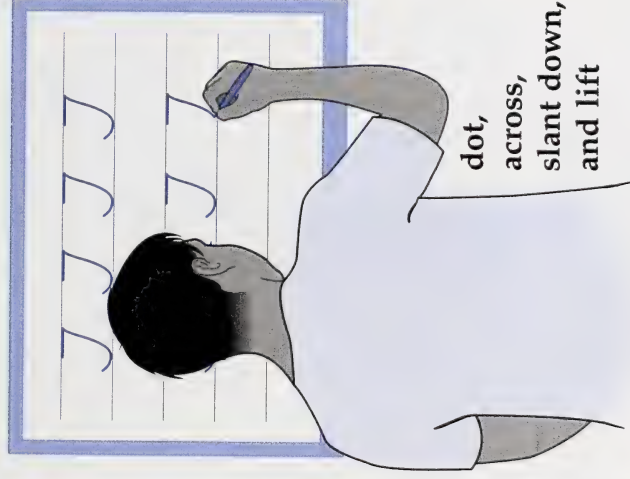
Today you will practise the capital letter **T**.

## Preparation

Today you will make a bridge using push-and-pull exercises. Use up-and-down strokes and left-to-right strokes to make this figure two or three times on practice paper.

## Writing T

Practise writing **T** on lined practice paper. As you write, call out the strokes: across, slant down, and lift. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the first line of the letter starts on and is parallel to the top line

- the downstroke line is on a slant and has a slight bend in it



- the tail ends above the base line



Notice how the end of the **T** lines up with the beginning of the letter.

## Completing the Lesson

When you have written a line of **T**'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 7, Day 2.



STUDENT BOOK

Section 7  
Day 2



# Day 3 Capital Letter F

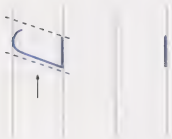
In today's lesson you will practise the capital letter *F*.

## Preparation

Repeat the push-and-pull exercises to make the bridge just as you did in the last day's exercise.

## Writing F

Practise writing *F* on lined practice paper. As you can see, the *F* begins with a *T*, which you practised in last day's lesson.



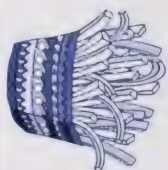
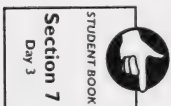
You then make a short line across the letter about half-way in the space. Make sure this line doesn't tilt to one side.



## Completing the Lesson

When you have written a line of *F*'s, check each letter with the points as in last day's lesson. Also, make sure the line you add is straight across.

Turn to your Student Book and do the handwriting exercise for Section 7, Day 3.



*French fries*



*Flag*

Day 4  
**Reviewing  
Letters I, J, T,  
and F**

In today's lesson you will review the capital letters *I*, *J*, *T*, and *F*.

**Completing the Lesson**

Turn to your Student Book and do the handwriting exercise for Section 7, Day 4.

In today's exercise there is a list of names that begin with the letters you are reviewing. Write each name in the correct column.



# Day 5

## Capital Letter M

Today you will practise the capital letter *M*.

### Preparation

Use right ovals to complete two lines of the cloverleaf exercise on practice paper.

### Writing *M*

Practise writing *M* on lined practice paper. As you write, call out the strokes: curve up and slant, up and slant, up and slant, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- all downstrokes come down on the same slant



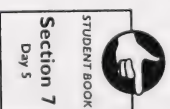
- each "hump" is a little lower than the one before



### Completing the Lesson

When you have written a line of *M*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 7, Day 5.





## Day 6 Capital Letter N

In today's lesson you will practise the capital letter N.

### Preparation

For your practice today, use the spinning tops to fill two lines on either lined or unlined paper.

### Writing N

Practise writing N on lined practice paper.



The letter N is like the M except that it has only one "hump."

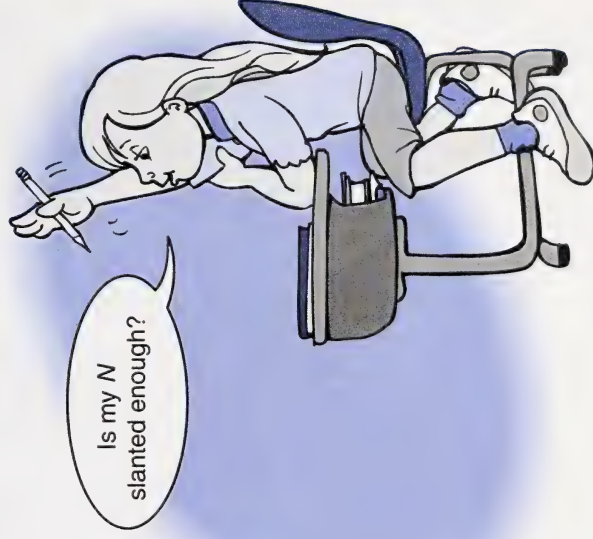
Check your work for slant as shown.



### Completing the Lesson

When you have written a line of N's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 7, Day 6.



# Day 7 Capital Letter H

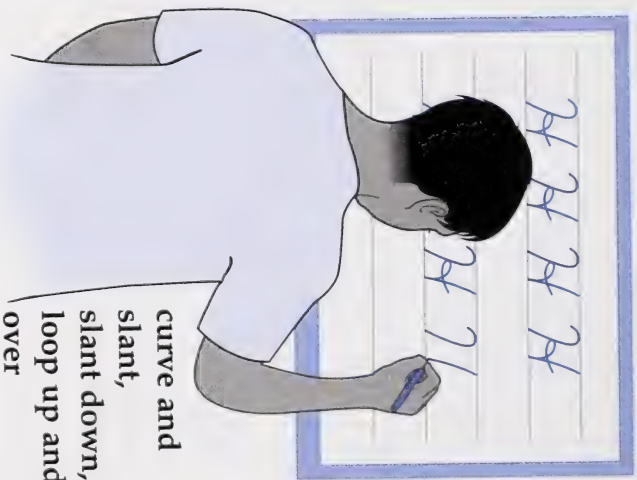
In today's lesson you will practise the capital letter *H*.

## Preparation

Use some push-and-pull exercises to draw the tulip. Repeat the tulip two or three times on your practice paper.

## Writing H

Practise writing the letter *H* on lined practice paper. As you write, call out the strokes: curve and slant, slant down, loop up and over. Try to keep this rhythm as you write.



As you write your letters, make sure that

- both downstrokes are on the same slant



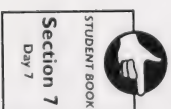
- the top of the loop is about halfway up in the space and the side of the loop just touches the first downstroke



## Completing the Lesson

When you have written a line of *H*'s, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 7, Day 7.



Day 8

# Capital Letter K

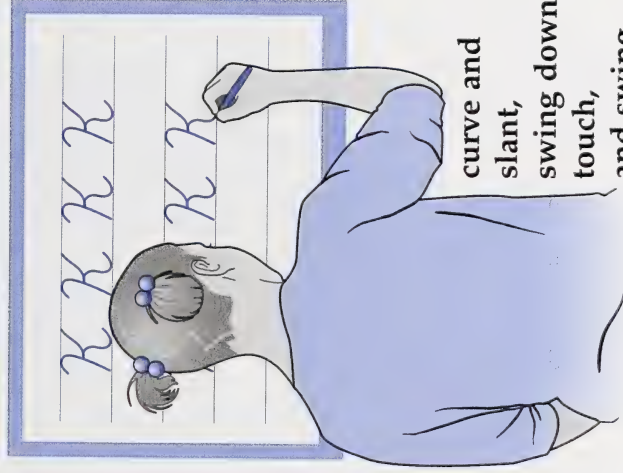
Today you will practise the capital letter K.

## Preparation

Today you will use some push-and-pull exercises to draw the pyramid. Draw two or three pyramids on either lined or unlined practice paper.

## Writing K

Practise writing K on lined practice paper. As you write, call out the strokes: curve and slant, swing down, touch, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the downstroke is on the slant
- the swing down stroke touches the downstroke at its centre

- the tail swings above the base line

K

## Completing the Lesson

When you have written a line of K's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 7, Day 8.





# Day 9

## Reviewing

### Capital Letters

#### M, N, H, and K

In today's lesson you will review the last four capital letters you have been practising: M, N, H, and K.

### Preparation

Do two or three lines of design 1 for today's practice exercise.

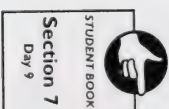
### Reviewing the Letters

Do you remember what part of M, N, H, and K is the same? Yes, they all start with a similar beginning stroke. Practise these letters on lined practice paper. Give special attention to the first stroke in each letter.

### Completing the Lesson

Write one line of each letter. When you have written one line each of M, N, H, and K, check each letter carefully. Are there any parts that need more attention? If so, practise a few more of that letter.

When you have improved your letters as much as you can, turn to the Student Book and do the handwriting exercise for Section 7, Day 9.



STUDENT BOOK  
Section 7  
Day 9



## Section 8

# More Capitals



## Section 8: More Capitals

### Activities You Will Do

- Prepare to write by using ovals and push-and-pull exercises to make drummers, hockey players, and designs.
- Practise the capital letters *U*, *Y*, *V*, *W*, *X*, *Z*, *G*, *S*, and *D*.

You are moving right along with capital letter formation.

Nine new letters are covered in this section. Capital letters are useful for writing the names of things, such as the months of the year, the days of the week, and the names of towns and countries and places.

They are also necessary for writing your name.



# Capital Letter U

Day 1

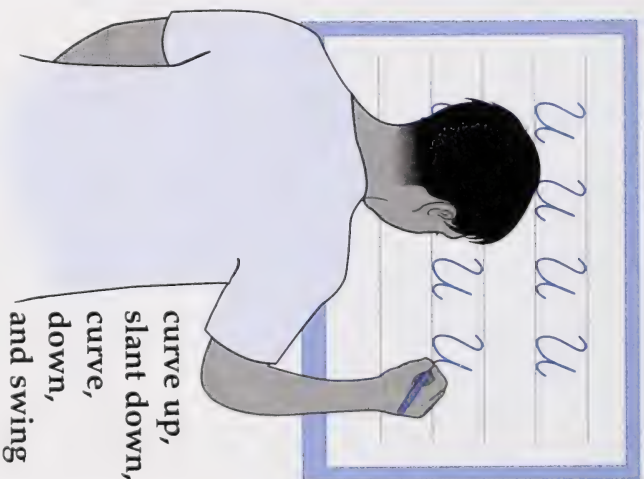
In today's lesson you will practise the capital letter U.

## Preparation

Use right ovals and some push-and-pull exercises today to draw drummers. Remember to let your arm move freely.

## Writing U

Practise writing **U** on lined practice paper. As you write, call out the strokes: curve up, slant down, curve, down, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the downstroke part is on the slant



- the end of the curve does not go as high as the beginning curve up



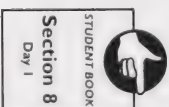
- the next downstroke is on the slant and swings up above the base line



## Completing the Lesson

When you have written a line of **U**'s, check each letter for the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 1.



STUDENT BOOK  
Section 8  
Day 1



Day 2

# Capital Letter Y

In today's lesson you will practise the capital letter Y.

## Preparation

Use right ovals and push-and-pull exercises to make some hockey players on lined or unlined practice paper. Can you see where those movements are used in today's letter?

## Writing Y

Practise writing Y on lined practice paper. As you write, call out the strokes: curve up, slant down, curve, downstroke, loop, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the letter begins the same way that U began

- the downstroke is on the slant and comes below the line

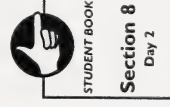
- the loop is one-half space long

- the loop crosses on the base line and swings up

## Completing the Lesson

When you have written a line of Y's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 2.



Y

Y

Y

Y

# Day 3 Capital Letter V

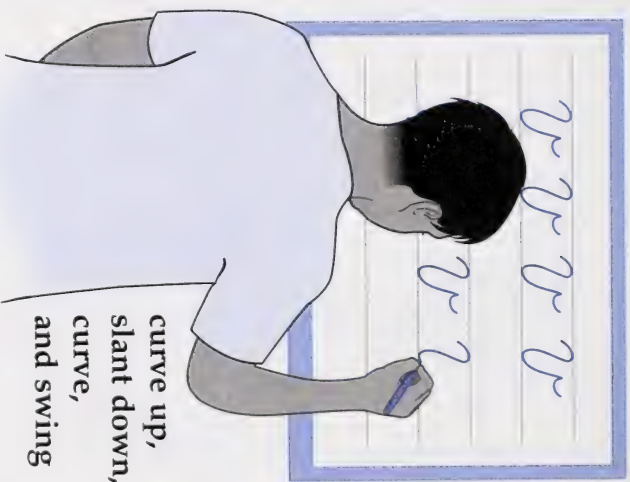
In today's lesson you will practise the capital letter V.

## Preparation

Use left ovals to draw the drummer or hockey player on your practice paper.

## Writing V

Practise writing V on lined practice paper. As you write, call out the strokes: curve up, slant down, curve, and swing. Try to keep this rhythm as you write.



curve up,  
slant down,  
curve,  
and swing

As you write your letters, make sure that

- the downstroke part is on the slant



- the base of the V is a little narrower than the base of a U



- the end of the second curve does not go as high as the beginning curve up



- the letter ends with a short swing



## Completing the Lesson

When you have written a line of V's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 3.



STUDENT BOOK

Section 8

Day 3

# Capital Letter W

In today's lesson you will practise the capital letter W.

## Preparation

Practise right ovals and the push-and-pull exercises today on lined practice paper.

## Writing W

Today's letter is one of the most difficult letters to learn. It is like putting a U and V together. It may help you if you look at each part of the letter before you try to write it.

As you write your letters, make sure that

- the first curve begins the same way a U begins; the end of the stroke does not go as high as the beginning curve



- the next stroke traces back along the same line before curving away, like the bottom of a V



- the third part ends below the height of the second stroke and then makes a short swing



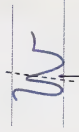
Practise writing a few W's on lined practice paper. Then check each letter to see that it is correctly made.

Look at where the arrows point in the following examples. The gaps are too big. Do you see either of these errors in your letters?

- Here, the first stroke does not line up with the slant. The gap is too big.



- Here, the downstroke is not on the slant.



## Completing the Lesson

When you have written a line of W's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 4.



STUDENT BOOK

Section 8

Day 4



# Day 5

## Capital Letter X

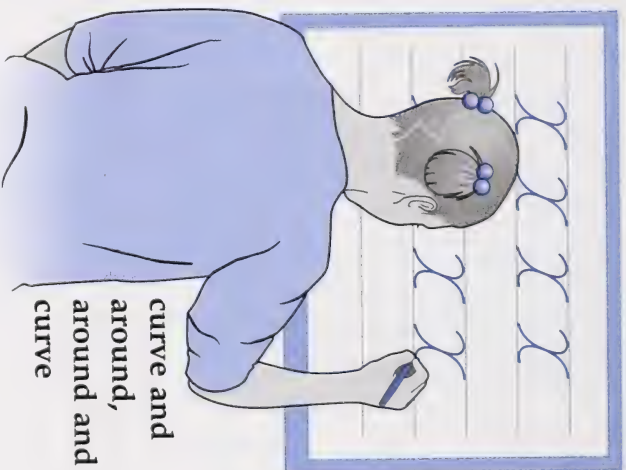
In today's lesson you will practise the capital letter X.

### Preparation

Use left-oval and push-and-pull patterns to make one line of design 2. Then do another line using right ovals on lined practice paper.

### Writing X

Practise writing X on lined practice paper. As you write, call out the strokes: curve and around, around and curve. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the beginning and end of the first stroke of the letter line up on the slant



- the ends of the next stroke also line up on the slant



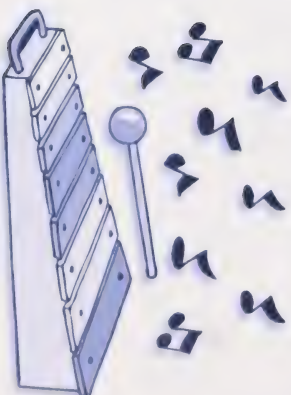
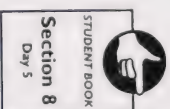
- the two curves only touch and do not overlap



### Completing the Lesson

When you have written a line of X's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 5.



*Xylophone*

# Day 6 Capital Letter Z

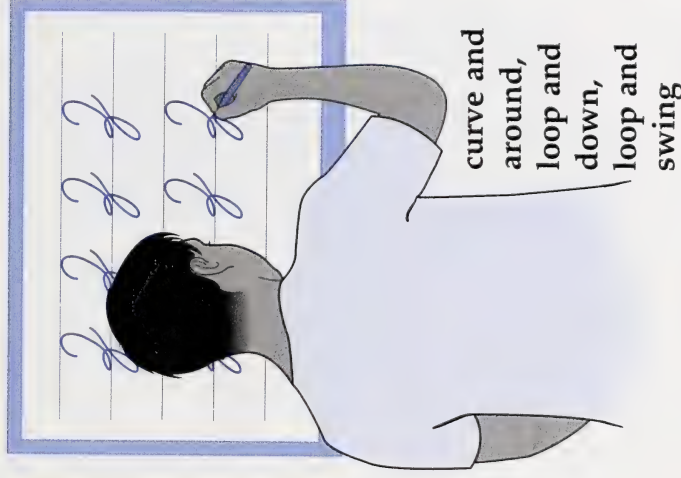
In today's lesson you will practise the capital letter Z.

## Preparation

Practise any of the right-oval exercises on lined practice paper.

## Writing Z

Practise writing the letter Z on lined practice paper. As you write, call out the strokes: curve and around, loop and down, loop and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

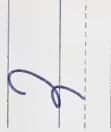
- the small loop lies on the base line



- the downstroke comes down in line with the slant



- the bottom loop is one-half space long



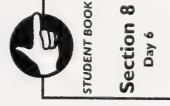
- the loop crosses on the base line and swings up



## Completing the Lesson

When you have written a line of Z's, check each letter with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 6.



# Day 7 Capital Letter G

In today's lesson you will practise the capital letter G.

## Preparation

Choose some left-oval exercises for your practice today. Can you tell what parts of the letter use this movement?

## Writing G

Practise writing G on lined practice paper. As you write, call out the strokes: swing up, loop down and swing, curve down and touch. Try to keep this rhythm as you write.



As you write your letters, make sure that

- you begin with a sloping line



- the loop swings out about one-third way down in the space



- the end of the letter curves out a bit and touches the starting line



## Completing the Lesson

When you have written a line of G's, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 7.



STUDENT BOOK  
Section 8  
Day 7



# Day 8 Capital Letter S

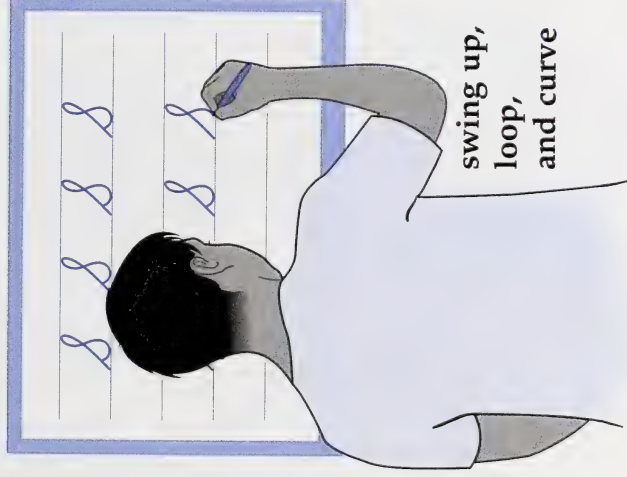
In today's lesson you will practise the capital letter S.

## Preparation

Practise the loop-design-3 exercise on lined practice paper. Notice the direction of the arrows. Try to do this exercise with a very free swinging motion.

## Writing S

Practise writing S on lined practice paper. As you write, call out the strokes: swing up, loop, and curve. Try to keep this rhythm as you write.



As you write your letters, make sure that

- you begin with a sloping curve



- the loop is just above the centre of the space



- the end of the curve stroke touches the beginning stroke



## Completing the Lesson

When you have written a line of S's, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 8.



# Day 9 Capital Letter D

In today's lesson you will practise the capital letter *D*.

## Preparation

Practise the loop-design-4 exercise on your lined practice paper.

## Writing D

Practise writing *D* on lined practice paper. As you write, call out the strokes: curve down and loop, around, and swing. Try to keep this rhythm as you write.



As you write your letters, make sure that

- the first stroke begins in the correct place



- the first stroke is on the slant, and the loop is on the base line



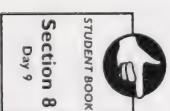
- the last stroke goes **around** the beginning point and swings out



## Completing the Lesson

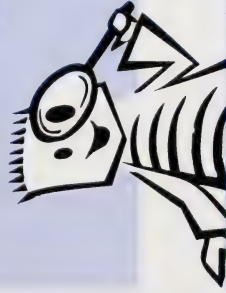
When you have written a line of *D*'s, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 8, Day 9.



## Section 9

# Capitals, Reviewing, and Judging



## Section 9: Capitals, Reviewing, and Judging

### Activities You Will Do

- Practise the capital letters L, Q, B, P, and R.
- Review the capital letters.
- Answer some questions about your progress in handwriting.
- Complete a Course Survey about the Handwriting Mini Module.

This is the last section of the Handwriting Module. In this section you will complete your handwriting practice of the capital letters.

You will have the opportunity to practise keeping letter formation, size, slant, and spacing the same. You will have a chance to evaluate the quality of handwriting.

When you complete Section 9, it will be much more fun to produce handwriting that you can be proud of.



You will have more confidence in knowing you can stamp out unreadable lettering (otherwise known as “chicken scratches”).

Great beginnings, endings, and connections will be at your fingertips. Use them all!



# Day 1

## Capital Letter L

In today's lesson you will practise the capital letter *L*.

### Preparation

Practise loop designs 3 and 4 on lined practice paper.

### Writing L

Practise writing *L* on lined practice paper. As you write, call out the strokes: curve up and down, loop, and curve. Try to keep this rhythm as you write.



curve up and  
down,  
loop,  
and curve

As you write your letters, make sure that

- the letter begins in the correct place with a small curve



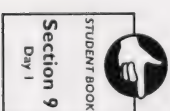
- the downstroke is on the slant
- the loop is on the base line and the tail curves above the base line



### Completing the Lesson

When you have written a line of *L*'s, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 9, Day 1.



## Day 2 Capital Letter Q

In today's lesson you will practise the capital letter Q.

### Preparation

Practise the loop design 5 today using right ovals and loops. Can you see where both these movements will be used in writing today's letter?

### Writing Q

Practise writing Q on lined practice paper. As you write, call out the strokes: curve around, loop, and curve. Try to keep this rhythm as you write.



As you write your letters, make sure that

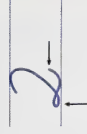
- the curve is well-rounded



- the end of the loop is on the slant line



- the loop lies on the base line and the tail curves up above the line



### Completing the Lesson

When you have written a line of Q's, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 9, Day 2.



STUDENT BOOK

Section 9

Day 2

# Day 3 Capital Letter B

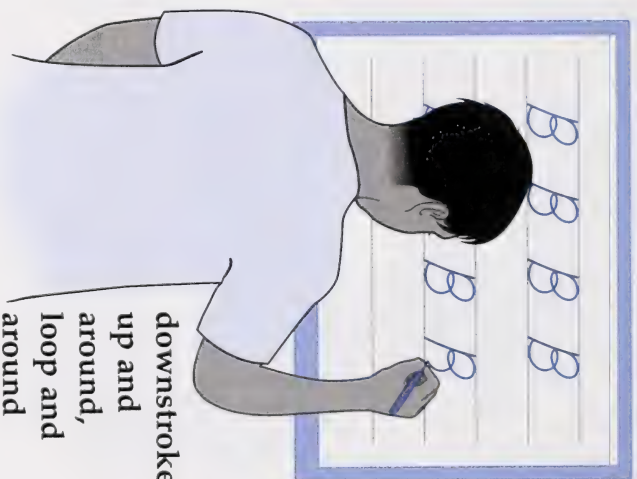
In today's lesson you will practise the capital letter *B*.

## Preparation

Practise design 6 on lined paper. Be sure your ovals move in the correct direction.

## Writing B

Practise writing *B* on your lined practice paper. As you write, call out the strokes: downstroke, up and around, loop and around. Try to keep this rhythm as you write.



downstroke,  
up and  
around,  
loop and  
around

As you write your letters, make sure that

- the downstroke starts on the top line and is on the slant



- the upstroke goes almost right back to the top of the line



- the loop is at the centre and touches the slant stroke



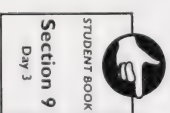
- the outside edges are in line with the slant



## Completing the Lesson

When you have written a line of *B*'s on lined practice paper, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 9, Day 3.





# Day 4 Capital Letter P

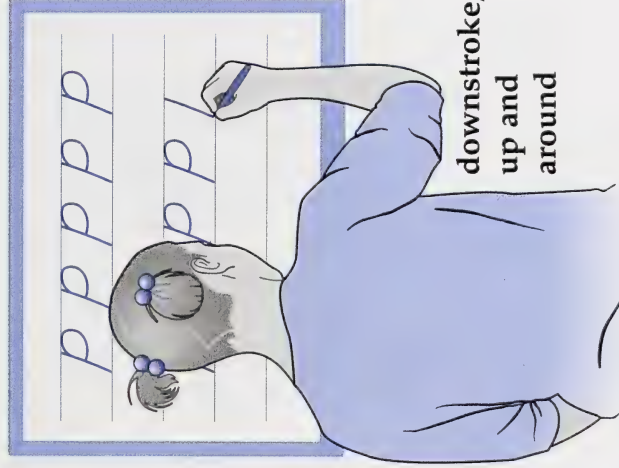
In today's lesson you will practise the capital letter **P**.

## Preparation

Draw some Viking ships today. Use free-moving strokes and right ovals for the shields.

## Writing P

Practise writing **P** on your lined practice paper. As you write, call out the strokes: downstroke, up and around. Try to keep this rhythm as you write.



downstroke,  
up and  
around

As you write your letters, make sure that

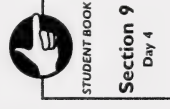
- the first part of **P** is just like the first part of **B**
- the curved line ends just touching the slant line



## Completing the Lesson

When you have written a line of **P**'s on lined practice paper, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 9, Day 4.



# Day 5 Capital Letter R

In today's lesson you will practise the capital letter **R**.

## Preparation

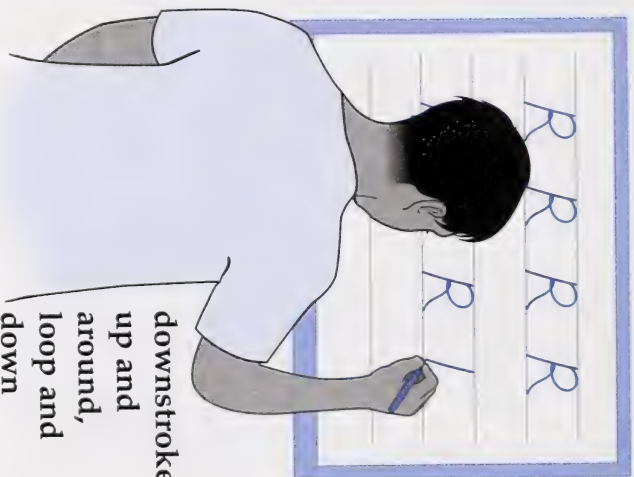
Repeat the Viking ships and shields you practised last day.

## Writing R

Practise writing **R** on your lined practice paper. As you write, call out the strokes: downstroke, up and around, loop and down. Try to keep this rhythm as you write.

As you write your letters, make sure that

- the downstroke is on a slant



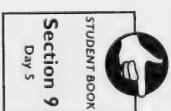
- the loop is at the centre and touches the slant line
- the tail curves and touches the base line



## Completing the Lesson

When you have written a line of **R**'s on lined practice paper, check each letter carefully with the points listed here.

Turn to your Student Book and do the handwriting exercise for Section 9, Day 5.



## Day 6 Judging a Sample

In today's lesson you can be the judge and decide which letters need more care.

### Judging the Sample

You've been looking very carefully at capital letters, haven't you? Turn to your Student Book and do the handwriting exercise for Section 9, Day 6.

Today, you get to judge someone else's handwriting.

Look at the letters in today's handwriting exercise. If the letter is well made, put a ✓ beside it. If it is not well made, draw a small arrow to the part that needs to be changed. Then write the letter correctly. The first two are done for you.

You might find it helpful to use the Alphabet Chart.





## Day 7 Reviewing Capital Letters

In today's lesson you will write the capital letters and compare them with the ones on the **Letters and Numerals Needing Special Care Chart** you made in Section 1, Day 4.

The following instructions explain today's lesson.

### Writing the Letters

On the lines in today's handwriting exercise, you will first write all the capital letters of the alphabet. Leave about a 3-cm space between each letter.

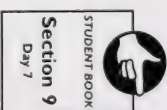
Examine each letter carefully. Compare it with the same letter in the Alphabet Chart. If you think you made the letter correctly, put a ✓ after it. If you need to improve it, write that letter again in the space you left beside it.

### Evaluating Your Work

Look at the capital letters you have listed on your Letters and Numerals Needing Special Care Chart. Compare each of these with the same letters you have written today. Which ones have you improved? When you have evaluated your work, complete the sentence at the end of today's exercise.

Remember to keep your chart in a safe place so you can judge your own progress when you finish the module.

Turn to your Student Book and do the handwriting exercise for Section 9, Day 7.



STUDENT BOOK  
Section 9  
Day 7



Day 8

## Rewriting a Paragraph

Today you will write and mark a paragraph.

### Writing a Paragraph

Write the following paragraph on lined practice paper.

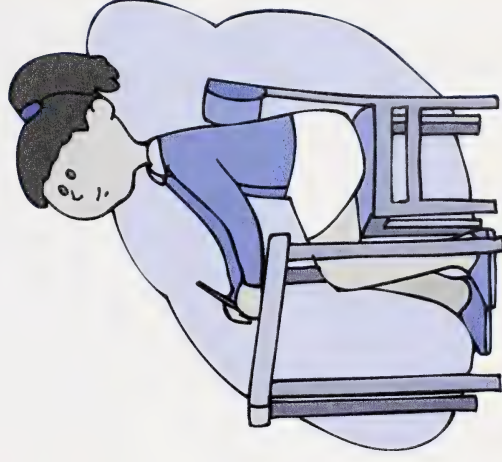
This year I am trying to improve my writing ability. The size of the letters, the slant of the downstrokes, and the spacing between letters and words are important things to watch. This is a sample of my best handwriting.

### Marking Your Work

Now check the handwriting in the paragraph carefully. Circle any letters that need to be improved. Look carefully at the spacing and put a line under any places that need attention. Then check the slant of the downstrokes.

You will need this practice work for today's handwriting exercise.

Turn to your Student Book and do the handwriting exercise for Section 9, Day 8.



## Day 9 You Be the Judge

Today you will be the judge of your own handwriting progress.

### Judging Your Work

In today's handwriting exercise there are some questions for you to answer about your progress in handwriting. Choose an answer from the choices in each sentence. Write your answer on the line.

Be a fair judge; think carefully about each question, and choose the answer that best describes your work. Don't give yourself a poor mark if you deserve a good one, or vice versa!

You have now completed the **Mini Module—Handwriting**.

You have improved your writing skills and can more easily and clearly share ideas with others. Congratulations!

Turn to your Student Book and do the handwriting exercise for Section 9, Day 9.



STUDENT BOOK

Section 9

Day 9

As a final task, take a few minutes to complete the Course Survey for Handwriting. This form is found in your Student Book. Send in the form with your Section 9 assignments.





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# Freedom of Movement Exercises

## Right Ovals



faces

tornadoes

## Left Ovals



faces

tornadoes

## Push and Pull



sailboat

snow person

bubbles

## Double Loops



1

2

3







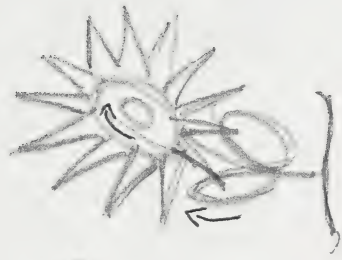
bird and nest



flower 1



flower 2



flower 3



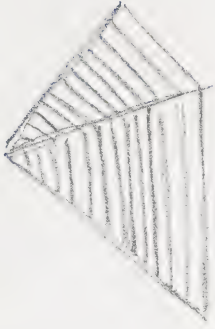
bridge



cloverleaf



spinning tops



pyramid



design 1



design 4



design 2



design 5



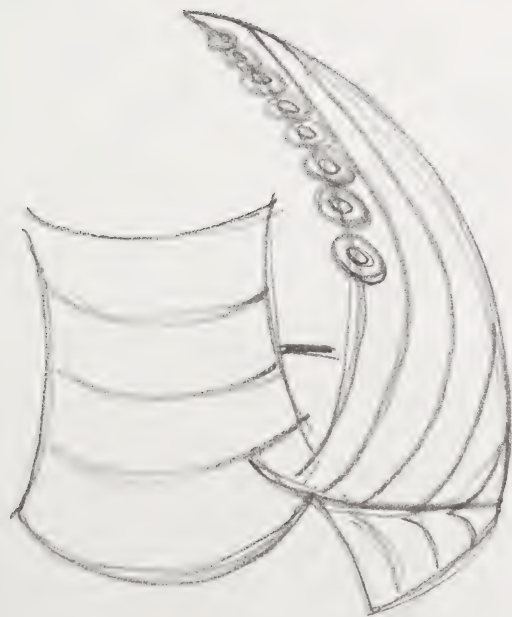
design 3



design 6



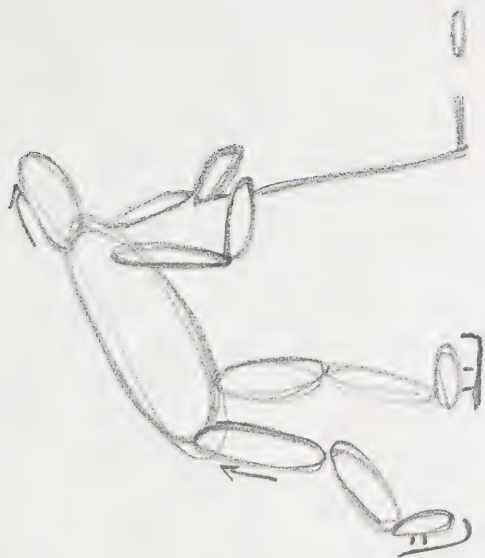




Viking ship



tulip



hockey player



drummer



Cursive Handwriting  
**Alphabet Chart**

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9



WATERLOO CUSH

WATERLOO CUSH



